

# BOSTON COLLEGE

2005–2006



EVER TO EXCEL

Boston College  
Chestnut Hill  
Massachusetts 02467  
617-552-8000

## BOSTON COLLEGE BULLETIN 2005-2006

### *Volume LXXV, Number 18, April 2005*

The Boston College Bulletin contains current information regarding the University calendar, admissions, degree requirements, fees, regulations and course offerings. It is not intended to be and should not be relied upon as a statement of the University's contractual undertakings.

Boston College reserves the right in its sole judgment to make changes of any nature in its program, calendar, or academic schedule whenever it is deemed necessary or desirable, including changes in course content, the rescheduling of classes with or without extending the academic term, cancelling of scheduled classes and other academic activities, and requiring or affording alternatives for scheduled classes or other academic activities, in any such case giving such notice thereof as is reasonably practicable under the circumstances.

The Boston College Bulletin is published six times a year in April, May, August, September; semi-monthly in July.

Founded by the Society of Jesus in 1863, Boston College is dedicated to intellectual excellence and to its Jesuit, Catholic mission and heritage. Committed to having a welcoming environment for all people, it recognizes the important contribution a diverse community of students, faculty and administrators makes in the advancement of its goals and ideals.

Boston College rejects and condemns all forms of harassment, and has developed specific procedures to redress incidents of harassment against any members of its community, whatever the basis or circumstance. Moreover, in accordance with all applicable state and federal laws, Boston College does not discriminate in employment, housing, or education on the basis of a person's race, sex, age, national and ethnic origin, religion, disabilities, marital or parental status, veteran status, or personal history. In addition, in a manner faithful to the Jesuit, Catholic principles and values that sustain its mission and heritage, Boston College is in compliance with applicable state laws providing equal opportunity without regard to sexual orientation.

Boston College has designated the Director of Affirmative Action to coordinate its efforts to comply with and carry out its responsibilities to prevent discrimination in accordance with state and federal laws. Any applicant for admission or employment, as well as all students, faculty members, and employees are welcome to raise any questions regarding violation of this policy with the Director of the Office of Institutional Diversity, More Hall 315, 617-552-3330. In addition, any person who believes that an act of discrimination based on Title IX discrimination has occurred at Boston College, may raise this issue with the Assistant Secretary for Civil Rights of the United States Department of Education.

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## INTRODUCTION

### The University

From its beginnings in 1863 as a small Jesuit college for boys in Boston's South End, Boston College has grown into a national institution of higher learning that is regularly listed among the top 40 universities in the nation in ratings compiled by publications such as Barron's and U.S. News and World Report.

The University, now located in the Boston suburb of Chestnut Hill, Massachusetts, enrolls 9,059 full-time undergraduates and 4,755 graduate students, hailing from all 50 states and more than 90 foreign countries. Boston College offers its diverse student body state-of-the-art facilities for learning: a full range of computer services including on-line access to databases in business, economics, social sciences, and law, and a library system with over 2 million books, periodicals, and government documents, and more than 3.9 million microform units.

Boston College awards bachelor's and graduate degrees in more than 50 subjects and interdisciplinary areas within the College of Arts and Sciences, as well as undergraduate and graduate degrees from three professional schools: the Wallace E. Carroll School of Management, founded in 1938; the William F. Connell School of Nursing, founded in 1947; and the Carolyn A. and Peter S. Lynch School of Education, founded in 1952. Boston College also awards master's and doctoral degrees from the Graduate School of Social Work, and the Juris Doctor from Boston College Law School, which is consistently ranked among the top 30 law schools in the United States.

### The Mission of Boston College

Strengthened by more than a century and a quarter of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate, and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation's finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic and societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage. Boston College pursues this distinctive mission by serving society in three ways:

- by fostering the rigorous intellectual development and the religious, ethical and personal formation of its undergraduate, graduate and professional students in order to prepare them for citizenship, service and leadership in a global society
- by producing significant national and international research that advances insight and understanding, thereby both enriching culture and addressing important societal needs

- by committing itself to advance the dialogue between religious belief and other formative elements of culture through the intellectual inquiry, teaching and learning, and the community life that form the University.

Boston College fulfills this mission with a deep concern for all members of its community, with a recognition of the important contribution a diverse student body, faculty and staff can offer, with a firm commitment to academic freedom, and with a determination to exercise careful stewardship of its resources in pursuit of its academic goals.

### Brief History of Boston College

Boston College was founded by the Society of Jesus in 1863 and is one of 28 Jesuit colleges and universities in the United States. The founder, Father John McElroy, was thwarted for some years by Protestant opposition to his attempt to establish a church and college on property near the North Station. Property was acquired in the South End in 1859, a college charter granted by the Commonwealth of Massachusetts in 1863, and, with three teachers and twenty-two students, the school opened its doors on September 5, 1864. The first president was Father John Bapst, a native of Switzerland.

The first dean was Father Robert Fulton, who served twice as president (1870-1880, 1888-1891). When he was president he also held the office of dean, so he was the formative influence on the College in the nineteenth century. At the outset and for more than seven decades of its first century, the College remained an exclusively liberal arts institution with emphasis on the Greek and Latin classics, English and modern languages, and with more attention to philosophy than to the physical or social sciences. Religion, of course, had its place in the classroom as well as in the nonacademic life of the college.

Originally located on Harrison Avenue in the South End of Boston, where it shared quarters with the Boston College High School, the College outgrew its urban setting toward the end of its first 50 years. A new location was selected in Chestnut Hill, then almost rural, and four parcels of land were acquired in 1907 by Father Thomas Gasson, who became president that year. A design competition for the development of the campus was won by the firm of Maginnis and Walsh, and ground was broken on June 19, 1909, for the construction of Gasson Hall. It is located on the site of the Lawrence farmhouse, in the center of the original tract of land purchased by Father Gasson, and is built largely of stone taken from the surrounding property.

Later purchases doubled the size of the property, with the addition of the upper campus in 1941, and the lower campus with the purchase of the Lawrence Basin and adjoining land in 1949. In 1974, Boston College acquired Newton College of the Sacred Heart, a mile-and-a-half from the main campus. With 16 buildings standing on forty acres, it is now the site of the Boston College Law School and dormitories housing over 800 students, primarily freshmen.

Though incorporated as a University since its beginning, it was not until its second half-century that Boston College began to fill out the dimensions of its University charter. The Summer Session was inaugurated in 1924; the Graduate School of Arts and Sciences in 1925; the Law School in 1929; the Evening College (now the Woods College of Advancing Studies), 1929; the Graduate School of Social Work, 1936; and the College of Business Administration, 1938. The latter, along with its Graduate School established in 1957, is now known as the Wallace E. Carroll School of Management. The Schools of Nursing and Education were founded in 1947 and 1952, respective-

ly. The former is now the William F. Connell School of Nursing. The latter is now known as the Carolyn A. and Peter S. Lynch School of Education. Weston Observatory, founded in 1928, was accepted as a department of Boston College in 1947, offering courses in geophysics and geology.

The Graduate School of Arts and Sciences began programs at the doctoral level in 1952. Now courses leading to the doctorate are offered by thirteen Arts and Sciences departments. The Schools of Education and Nursing, the Carroll Graduate School of Management, and the Graduate School of Social Work also offer doctoral programs.

In 1927, Boston College conferred one earned bachelor's degree and 15 master's degrees on women through the Extension Division, the precursor of the Graduate School of Arts and Sciences, the Evening College, and the Summer Session. By 1970 all undergraduate programs had become coeducational. Today women students comprise more than half of the University's enrollment.

Up to 1970 the president of Boston College was also rector of the Jesuit community, appointed by the Father General of the Society of Jesus. By canon law a rector served only a six-year term, though rare exceptions extended that limit, as in the cases of Father Fulton and Father Michael Walsh (1958-1968). Father J. Donald Monan, the twenty-fourth president, elected in 1972, was the first not to be rector of the Jesuit community, hence free from the six-year limitation in office. He served for twenty-four years, which proved to be a golden era in the University's history. In July 1996, Father William P. Leahy succeeded Father Monan as president. Father Leahy is the latest chief officer of an institution that in academic prestige, in applications to undergraduate and graduate programs, in financial stability and strength, and in efficient management has reached an elite position in American higher education.

Since 1996, the University's endowment grew from \$590 million to approximately \$4.2 billion as a result of successful investment strategies and the Ever to Excel campaign. In 2002, Father Leahy announced the creation of a special series of conferences and seminars called "The Church in the 21st Century" to examine issues confronting the Catholic Church. A milestone in the history of the University took place in June 2004 when Boston College took possession of 43 acres of land and five buildings in Brighton previously owned by the Archdiocese of Boston, making it possible for Boston College to expand its campus in the future.

### Accreditation of the University

Boston College is a member of, or accredited by, the following educational institutions: The American Association of Colleges of Nursing, the American Association of Colleges for Teacher Education, the American Assembly of Collegiate Schools of Business, the American Association of University Women, the American Bar Association, the American Chemical Society, the American Council on Education, the American Psychological Association, the Association of American Colleges, the Association of American Law Schools, the Association for Continuing Higher Education, the Association of Urban Universities, the Board of Regents of the University of New York, the College Entrance Examination Board, the Council of Graduate Schools, the Council on Social Work Education, the Association of Jesuit Colleges and Universities, the Institute of European Studies, the Institute of Asian Studies, the International Association of Universities, the International Association of Catholic Universities, the Interstate Certification Compact, the National

Catholic Education Association, the National League for Nursing, the National Council for Accreditation of Teacher Education, the New England Association of Schools and Colleges, Phi Beta Kappa, Alpha Sigma Nu, and other similar organizations.

### The Campus

Located on the border between the city of Boston and the suburb of Newton, Boston College benefits from its proximity to a large metropolitan city and its setting in a residential suburb. Often cited as a model of university planning, the campus is spread over 116 acres in tree-covered Chestnut Hill. Yet it is just a few miles from culturally and socially rich Boston.

The Chestnut Hill campus is on three levels. The Upper Campus has residence halls. Classroom, laboratory, administrative, and student service facilities are on the Middle Campus, and the Lower Campus includes Robsham Theater, Conte Forum, and modular and apartment residences, as well as dining, recreational, and parking facilities.

The Newton campus is situated one and one-half miles from the Chestnut Hill campus. The Law School is located on this easily accessible 40-acre campus that also contains undergraduate classrooms, dormitories, athletic areas, and student service facilities.

## ACADEMIC RESOURCES

### Art and Performance

The cultural offerings on campus are a rich mix, ranging from classical to contemporary, presented by artists working alone and in company, in venues as casual as the McElroy coffee shop, as formal as Robsham Theater, and as elegant as the McMullen Museum of Art.

There are eight campus structures that support and promote most student art and performance in all their forms and variations.

- The **E. Paul Robsham Theater Arts Center** annually hosts dance and theater productions on its main stage and many other performances in its studio workshops.
- **Humanities Series** has been bringing poets, novelists, and critics to speak at Boston College since 1957.
- **McMullen Museum of Art** features the permanent BC collection as well as special exhibits of works from around the world.
- The **Department of Fine Arts** offers majors in studio art, art history, and film studies.
- The **Music Department** and the student-run Musical Guild sponsor free student and faculty concerts throughout the year.
- **Boston College Bands Program** sponsors concerts, festivals, and other events by its lineup of five bands: the "Screaming Eagles" Marching Band, the Pep Band, BC bOp!, the Swingin' Eagles Stage Band, and the Community Concert Band.
- The **Boston College Chorale** and the **Boston College Symphony**
- The **Undergraduate Government of Boston College**, a student group primarily elected to represent student views to the University, also sponsors concerts by contemporary artists in rock, rap, R&B, and folk.

### Campus Technology Resource Center (CTRC)

Formerly the Student Learning and Support Computing Facility (SLSC)

The CTRC, located on the second floor of the O'Neill Library, is a resource for campus technology support and services. The center

provides a productive environment for the creative use of technology to enhance the academic experience. We offer a wide range of services to the Boston College community:

- Help Desk support: Troubleshooting, Software configuration, Network connectivity, Security assessment and solutions, Password access, System consulting and incident escalation
- E-mail, Internet, and University intranet services
- Printing
- Scanning
- Music technology stations
- Access to Windows and Macintosh computing workstations for the BC community
- Advanced Software Suite, including word processing, spreadsheet, statistical analysis, programming languages, graphics production, and database management software
- Faculty sponsored application tools
- Notary services

To learn more, visit <http://www.bc.edu/ctrc/>.

### Language Laboratory

The Boston College Language Laboratory, serving all the language departments, students of English as a foreign language, and the Boston College community at large, is located in Lyons 313. In addition to its 32 listening/recording stations and teacher console, the facility includes the following: 20 workstations (16 Macs, 4 Dells), wireless laptops, laser printers, a web server, a materials development workstation, TV/video/DVD viewing rooms, individual carrels for TV/video-cassette/DVD viewing, a CD listening station, as well as portable audio and video equipment. The Lab's media collection, computer/multimedia software, other audio-visual learning aids, and print materials including mono- and bilingual dictionaries, as well as language textbooks and activity manuals for elementary through advanced language courses, directly support and/or supplement the curriculum requirements in international language, literature, and music.

Students (undergraduate and graduate), faculty, and BC community members who wish to use the Language Laboratory facility and its collection will find the Laboratory staff available during the day, in the evening, and on weekends to assist them in the operation of equipment and in the selection of appropriate materials for their course-related or personal language needs. Digitized audio programs from the Lab's collection are also available on the Boston College network 24 hours a day, 7 days a week to students officially enrolled in courses in which these programs have been adopted as curricular material. For more information about the Language Laboratory, please call (617) 552-8473 or visit <http://www.bc.edu/langlab/>.

### The Libraries

The Boston College Libraries offer a wealth of resources and services, which are described below, to support the teaching and research activities of the University. The book collection has reached 2,076,843 volumes and over 49,704 electronic and print serials are currently available to library patrons.

#### Digital Library Services

**Quest** can easily be searched from any web browser regardless of platform or location, 24 hours a day, 7 days a week. Users can interact with the system and receive immediate feedback on the status of requests. They can place a hold, recall, or request rush processing for a new book right from their desktop. Users can also initiate and track

requests for document delivery and interlibrary loan transactions, and may renew materials that are currently charged to them. The web interface and expanded cataloging capabilities allow unprecedented access to thousands of web-accessible scholarly resources, to full text journals, and to digital collections of photographs and other material.

**Digital Resources:** The Boston College Libraries offer access to a rich collection of electronic indexes and databases. A growing number of these databases include full text access to thousands of books and journals directly from the researcher's desktop. See the list of Online Databases on the Libraries' home page, <http://www.bc.edu/libraries/> to get a sense of the range of resources. The list includes groupings by subject and an alphabetical listing by title. Databases range in coverage from very general to very specific and cover a wide range of research areas in the humanities, social sciences, sciences, health sciences, business law, and public affairs. Most databases can be reached directly by clicking on the web links. Others can be accessed in the O'Neill Library Reference area or the Law Library. An expanding number of links to electronic journals may also be found by selecting Electronic Journals from the Libraries' home page, and the libraries have also introduced technologies that provide links between the databases and e-journal collections. For more information, visit <http://www.bc.edu/libraries/resources/databases/s-sfxfaq/>.

The Libraries also support an expanding digital collection of special and rare materials such as the Thomas P. O'Neill, Jr., Photographs, the Liturgy and Life Artifacts collection, and the Boston Gas Company Photographs via the John J. Burns Library Rare Books and Special Collections webpage at <http://www.bc.edu/libraries/centers/burns/resources/digitalcoll/>.

The **Media Center**, located on the second floor of the O'Neill Library, houses information in many nonprint formats: videocassettes, DVDs, laserdiscs, compact discs, audiocassettes, LPs, and CD-ROMs. Patrons within the Center, in individual carrels, may use all media. Faculty may conduct classes using media in either of our two classrooms. There is a Preview Room where faculty and/or students may meet in small groups for discussing or previewing media materials used in coursework. For more information, visit <http://www.bc.edu/libraries/centers/media/>.

**United State Government Publications:** O'Neill Library at Boston College is a member of the Federal Depository Libraries system. As a member of the depository system, O'Neill Library receives government documents in print, microfiche, and electronic formats and makes them available to the general public, as well as, Boston College students, staff, and faculty. Patrons can locate government documents in Quest, the library catalog. Many government publications are also available via the internet. Questions about the O'Neill collection and the availability of government documents should be directed to the Reference staff in O'Neill Library and staff in the Documents and Microforms department. For more information, visit <http://www.bc.edu/libraries/centers/govdocs/>.

The Boston College Libraries are part of the **Boston Library Consortium**, a group of area libraries which includes Brandeis University, Boston University, Brown University, Massachusetts Institute of Technology, Northeastern University, Tufts University, University of Massachusetts System, Wellesley College, Williams College, as well as the Massachusetts State Library, the Boston Public Library, and the Marine Biological Laboratory at Woods Hole. Faculty and students may apply for a Consortium borrower's card at the Reference Department in O'Neill Library in order to borrow directly from the member libraries. Choose **MetaQuest** from the Libraries' home page to search several of the library catalogs simultaneously. Ask

at the O'Neill Reference Desk for more information about the Consortium, including the 24/7 virtual reference service in which the Boston College Libraries participate.

The Libraries are also a member of the **Association of Research Libraries**, a distinction limited to 124 research institutions sharing common goals, interests, and needs. The mission of ARL is to shape and influence forces affecting the future of research libraries in the process of scholarly communication. Membership is by invitation upon the recommendation of the ARL Board of Directors and approval of the membership.

An **Interlibrary Loan Service** is offered to students, faculty, administrators, and staff to obtain research materials not available in the Boston College Libraries. Books, journal articles, microfilm, theses, and government documents may be borrowed from other libraries. Except for unusual items, the waiting period is from one to three weeks. Some materials arrive within a day or two. Requests can be made by using online forms available on the Libraries' website or in the Your Account function of Quest. For more information, visit <http://www.bc.edu/libraries/services/interlibrary/>.

The **Thomas P. O'Neill, Jr., Library** is named for the former Speaker of the U.S. House of Representatives, Thomas P. "Tip" O'Neill, Jr., class of 1936. The O'Neill Library is the central research library of the University and is located on the main campus in Chestnut Hill. Collections include approximately one and a half million volumes on a broad range of subjects reflecting the University's extensive curriculum and research initiatives. The O'Neill Library also houses the offices of the University Librarian and the Connors Family Learning Center. For more information, visit <http://www.bc.edu/libraries/centers/oneill/about/>.

The **Resource Center (Newton Campus)** is located in the basement of Newton Campus' Trinity Chapel, the Newton Resource Center is a 60 seat reading room serving the undergraduate residents of Newton Campus, primarily first-year students. The Center is equipped with computer workstations, network access to Quest and other databases, a photocopier, fax machine, and a selection of current newspapers and journals. For more information, visit <http://www.bc.edu/libraries/centers/nrc/>.

The **Social Work Library**, located in McGuinn Hall, offers the full range of library services needed to support the students of the Graduate School of Social Work. Services are provided on-site by two full-time librarians and three full-time support staff. Most services can be accessed remotely through the Social Work Library website. The collection contains 43,702 volumes, 83 print journals as well as access to all of the University's electronic journals. For more information, visit <http://www.bc.edu/libraries/centers/socialwork/>.

Located on the Newton Campus, the **Law School Library** has a collection of approximately 225,942 volumes of legal and related materials in a variety of media, most of which are non-circulating. It includes primary source materials consisting of reports of decisions and statutory materials with a broad collection of secondary research materials in the form of textbooks and treatises, legal and related periodicals, legal encyclopedias, and related reference works. The library possesses substantial and growing collections of international and comparative law works. For more information, visit <http://www.bc.edu/schools/law/library/>.

**Bapst Library**, a beautiful collegiate Gothic building that served as the main library for over 50 years, has been restored to its original splendor and houses the resources for library research in art and art history.

The Graduate Study and Research Space is located in the mezzanine of Kresge Reading Room. Gargan Hall, with its magnificent stained glass windows, provides for quiet study for all students and faculty.

The **Catherine B. O'Connor Geophysics Library**: Located at Weston Observatory, this library contains a specialized collection of earth sciences monographs, periodicals, and maps, particularly in the areas of seismology, geology, and geophysics. For more information, visit <http://www.bc.edu/libraries/centers/weston/>.

The **Educational Resource Center** serves the specialized resource needs of the Lynch School of Education students and faculty. The collections include children's books, fiction and non-fiction, curriculum and instructional materials, print and non-print, educational and psychological tests, educational software intended for elementary and secondary school instruction. These materials are unique to the needs of the Lynch School of Education and do not duplicate materials found in the O'Neill Library. For more information, visit <http://www.bc.edu/libraries/centers/erc/>.

**John J. Burns Library of Rare Books and Special Collections**: The University's special collections, including the University's Archives, are housed in the magnificently appointed Honorable John J. Burns Library, located in the Bapst Library Building, north entrance. These distinguished and varied collections speak eloquently of the University's commitment to the preservation and dissemination of human knowledge. The Burns Library is home to more than 150,000 volumes, some 15,000,000 manuscripts, and important collections of architectural records, maps, art works, photographs, films, prints, artifacts, and ephemera. These materials are housed in the climate-controlled, secure environment of Burns either because of their rarity or because of their importance as part of a special collection. While treated with special care, these resources are available for use at Burns to all qualified students, faculty, and researchers. Indeed, their use is strongly encouraged, and visitors to Burns are always welcome, either simply to browse or to make use of the collections. For more information, visit <http://www.bc.edu/burns/>.

Though its collections cover virtually the entire spectrum of human knowledge, the Burns Library has achieved international recognition in several specific areas of research, most notably: Irish studies; British Catholic authors; Jesuitana; Fine Print; Catholic liturgy and life in America, 1925-1975; Boston history; the Caribbean, especially Jamaica; Balkan studies; Nursing; and Congressional archives. It has also won acclaim for significant holdings on American detective fiction, Thomas Merton, Japanese prints, Colonial and early Republic Protestantism, and banking. The **Irish Music Center** is also part of Burns Library and documents the history of Irish music in America. Its archives include rare recordings, printed music, books, manuscripts, photographs and memorabilia.

The **University Archives** are the official non-current papers and records of an institution that are retained permanently for their legal, fiscal, or historical values. The University Archives, a department within the John J. Burns Library, contains: the office records and documents of the various University offices, academic and other; copies of all University publications, including student publications; movie footage of Boston College football; some audiovisual materials; and tape recordings of the University Lecture Series and other significant events. A significant collection of photographs documents the pictorial history of Boston College. Alumni, faculty, and Jesuit records are also preserved. In addition, the University Archives is the repository for the records of Newton

College of the Sacred Heart (1946-1975) and the documents of the Jesuit Community of Boston College (1863-). For more information, visit <http://www.bc.edu/libraries/centers/burns/services/archives/>.

The **Connors Family Learning Center** exists to support and enhance all aspects of academic excellence by helping undergraduates, graduate students, and faculty improve learning quality and teaching effectiveness. The Center, which opened its doors in September 1991, is located on the second floor of O'Neill Library in the Eileen M. and John M. Connors, Jr. Learning Center. The center is a comprehensive, inclusive resource serving all of the University's students and faculty. To address the needs of the great majority of Boston College students, the Center provides tutoring for more than 60 courses, including calculus, statistics, biology, chemistry, nursing, accounting, and classical and foreign languages. In addition, graduate students in English serve as writing tutors. (All Center tutors are recommended and approved by their relevant academic departments. Most are graduate students, juniors, or seniors.) For more information, visit <http://www.bc.edu/libraries/centers/connors/>.

### **Media Technology Services**

Media Technology Services provides media-related products and services to the Boston College community in order to enhance research, instruction, and to support BC community events.

These services include access to classroom audiovisual equipment, audio-production services, film, and video rentals, television recording and editing, photography, and graphic design, and production. In addition, MTS operates BC's Cable "Add Television" Services which offers educational and commercial programming on its 59 cable TV channels to all student residence halls across campus. Several courses are also taught in MTS' television studio where students use modern post-production editing equipment for their video projects.

Finally, Media Technology Services offers educational technology expertise in order to make the link between modern technologies and teaching/learning.

For more information, visit <http://www.bc.edu/mts/>.

## **UNIVERSITY RESEARCH INSTITUTES AND CENTERS**

Research is an important part of the intellectual life at Boston College. Faculty members, graduate students, and undergraduates collaborate in a range of research strategies across the disciplines and professional schools including laboratory studies, quantitative and qualitative research, archival and textual research, theory development, and field and basic research. In addition to the work of individual faculty and units, Boston College supports the collaborative work of faculty and students across the University through the following centers and institutes:

### **Boisi Center for Religion and American Public Life**

The Boisi Center for Religion and American Public Life was founded to bring together high quality research and scholarship on religion to bear on issues of public policy in America. The Center's goal is not to advance any ideological agenda, whether liberal or conservative. The Center seeks instead to be the sponsor of dialogue and discussion which brings together people whose primary concerns are religious with people whose primary concerns are political, in the belief that they will find common ground. The main goals of the Center include the promotion of scholarship dealing with religion and public life, faculty and student

development at Boston College, and outreach activities that contribute to a more robust public discussion of critical issues. For more information, visit <http://www.bc.edu/boisi/>.

### **Center for Child, Family, and Community Partnerships**

The Center for Child, Family, and Community Partnerships is an outreach scholarship program that fosters collaboration among Boston College faculty and students, and community leaders in health care, social service, economic development, and education. The goal of the participants is to create stronger, healthier, and more economically sound communities. The Center, based at the Lynch School of Education, offers technical assistance, program evaluation, needs assessment, training, and consultation to community organizations. For more information, visit <http://www.bc.edu/ccfcp/>.

### **Center for Christian-Jewish Learning**

The Center for Christian-Jewish Learning is devoted to the multifaceted development and implementation of new relationships between Christians and Jews that are based not merely on toleration but on full respect and mutual enrichment. This defining purpose flows from the mission of Boston College and responds to the vision expressed in Roman Catholic documents ever since the Second Vatican Council.

The building of new, positive relationships between Jews and Christians requires sustained collaborative theological research. Therefore, under the Center's auspices scholars and thinkers representing diverse Jewish and Christian perspectives engage in intense and ongoing study of all aspects of our related yet distinct traditions of faith.

The Center is thus dedicated to conducting educational research and to offering programs, both in the university and the wider community, in which Christians and Jews explore their traditions together. For more information, visit <http://www.bc.edu/research/cjl/>.

### **Center for Corporate Citizenship**

The Center for Corporate Citizenship at Boston College engages with companies to redefine business success as creating measurable gains for business and society. Our vision is that business will use its assets to help assure economic prosperity and a just and sustainable world. The Center achieves results through the power of research, education and member engagement. The Center offers publications including a newsletter, research reports, and white papers; executive education, including a Certificate program; events that include an annual conference, roundtables and regional meetings; and a corporate membership program. Contact the Center for Corporate Citizenship at 617-552-4545, visit <http://www.bc.edu/corporatecitizenship/>, or email [ccc@bc.edu](mailto:ccc@bc.edu).

### **Center for East Europe, Russia, and Asia**

The Center for East Europe, Russia, and Asia's programs encourage faculty and students to participate in interdepartmental endeavors on both the graduate and undergraduate levels. Participating faculty come from the Fine Arts, History, Philosophy, Political Science, Slavic and Eastern Languages, and Theology departments, and offer over 80 academic courses connected with the study of the culture, history, and political life of East Europe, Russia, the Balkans, and Central Asia.

Information available from the Directors, Cynthia Simmons (Slavic and Eastern Languages, Lyons 210) and Roberta Manning (Campanella Way 417).

### Center for Ignatian Spirituality

The Center for Ignatian Spirituality is a University operation that offers faculty and staff a resource to carry on the needed dialogue between the values that constitute Boston College and the pluralism that characterizes our contemporary culture. The Center initiates its own programs, inviting faculty and staff to pursue a particular topic, sponsors retreats and reflection opportunities for faculty and staff, and has a wide range of national and international commitments to other institutions in their efforts to integrate Ignatian spirituality into their educational endeavors. For more information, visit Rahner House, 96 College Road, <http://www.bc.edu/centers/cis/>, or call 617-552-1777.

### Center for International Higher Education

Established in 1995 and housed in the Lynch School of Education, the Center for International Higher Education (CIHE) is a research and service agency providing information, publications, and a sense of community to colleges and universities worldwide. The main focus of the Center is on academic institutions in the Jesuit tradition, but other universities receive its publications and are part of an informal network. There is a special concern with the needs of academic institutions in the developing countries of the Third World.

Center activities include the publication of a quarterly newsletter dealing with the central concerns of higher education in an international context; a book series on higher education; the maintenance of an international database of administrators, policy makers, and researchers in the field of higher education; and sponsorship of an international conference on higher education issues. Visiting scholars from Jesuit and other universities worldwide occasionally are in residence at the Center. CIHE works in conjunction with the Higher Education Program of the Lynch School.

For more information, visit [http://www.bc.edu/bc\\_org/avp/soe/cihe/](http://www.bc.edu/bc_org/avp/soe/cihe/).

### Center for Nursing Research

The Center for Nursing Research's (CNR) central purpose is to serve as an institutional resource for faculty and students in the Connell School of Nursing, the Boston College community, and the greater Boston nursing and health care community. Three interrelated but separate goals support the purpose of the CNR: (1) to strengthen the research productivity of faculty in the Connell School of Nursing, (2) to increase intradisciplinary and interdisciplinary research and scholarship, and (3) to communicate research findings to facilitate research utilization in nursing practice and in educational settings. The Center serves as a repository for the Cathy J. Malek Research Collection as well as books and other materials related to quantitative and qualitative research methods, data analysis, grant-seeking, and grant-writing. For more information, visit <http://www.bc.edu/schools/son/research/cnr/>.

### Center for Retirement Research

The Center for Retirement Research at Boston College was established through a grant from the Social Security Administration in 1998. The goals of the Center are to promote research on retirement issues, to transmit new findings to the policy community and the public, to help train new scholars, and to broaden access to valuable data sources. The Center is the headquarters for researchers and experts in affiliated institutions including MIT, Syracuse University, the Brookings Institution, the Urban Institute, the American Enterprise Institute, the Max Planck Institute for Demographic Research, and the Center for Strategic and International Studies. The Center is structured around an interdisciplinary research team with backgrounds in actuarial science, demography, economics, economic history, finance, politi-

cal science, sociology, and social work. This team possesses a breadth of knowledge on retirement issues that is virtually unmatched in the field. As the nation confronts the myriad issues surrounding how best to ensure adequate retirement income for an aging population, the Center's researchers and experts explore trends in Social Security, private pensions, and other sources of retirement income, and labor force issues involving older workers. The Center also employs undergraduate and graduate research assistants and supports academic courses in retirement-related subjects.

For more information on publications, events, and financial support programs, send an e-mail to [crr@bc.edu](mailto:crr@bc.edu), or call 617-552-1762, or visit <http://www.bc.edu/crr/>.

### Center for the Study of Testing, Evaluation, and Educational Policy (CSTEAP)

The Lynch School of Education houses the Center for the Study of Testing, Evaluation, and Educational Policy (CSTEAP), a University-supported research center internationally recognized for its work in the policy uses of tests. This research center is a rich resource for all programs in education. In the past decade, CSTEAP has been involved in assessment issues that address the fairness of testing in culturally and economically diverse populations.

Among the projects conducted under the auspices of CSTEAP is the Technology and Assessment Study Collaborative. Its web address is <http://www.bc.edu/research/intasc/>.

For more information on CSTEAP, visit <http://www.csteap.bc.edu/>.

### Center on Wealth and Philanthropy

The Center on Wealth and Philanthropy (CWP), formerly the Social Welfare Research Institute, studies spirituality, wealth, philanthropy, and other aspects of cultural life in an age of affluence. CWP is a recognized authority on the meaning and practice of care, on the patterns and trends in individual charitable giving, on philanthropy by the wealthy, and on the forthcoming \$45 trillion wealth transfer. CWP has published research on the patterns, meanings, and motives of charitable giving; on survey methodology; on the formal and informal care in daily life; and on financial transfers to family and philanthropy by the wealthy. Other areas of research include the "new physics of philanthropy," which identifies the economic and social-psychological vectors inclining wealth holders toward philanthropy. New directions include developing and training fundraising and financial professionals in the use of a discernment methodology based on Ignatian principles for guiding wealth holders through a self-reflective process of decision-making about their finances and philanthropy; analyzing what key religious and philosophical thinkers understand and teach about wealth and charity; estimating wealth transfer projections for states and metropolitan regions, and analyzing the patterns of relative philanthropic generosity among cities, states, and regions in the U.S. Over the past twenty years CWP has received generous support from the T.B. Murphy Foundation Charitable Trust, the Indiana Center on Philanthropy, the W. K. Kellogg Foundation, the Lilly Endowment, Inc., and the Boston Foundation. For more information, visit <http://www.bc.edu/cwp/>.

### Center for Work and Family

The Boston College Center for Work and Family (CWF) is a research center of the Carroll School of Management. CWF is committed to enhancing the quality of life of today's work force by providing leadership for the integration of work and life, an essential for business and community success. Our vision is that companies and communities

will work together to ensure their mutual prosperity and the well being of employees and their families. The Center's initiatives fall into three broad categories: workplace partnerships, research, and education.

- **Workplace Partnerships:** The Center is home to two highly successful employer partnerships: the Work & Family Roundtable, established in 1990, and the New England Work & Family Association (NEWFA), established in 1992.
- **Research:** The Center focuses attention on applied studies that contribute knowledge building, meet standards of rigorous research, and relate to practitioners. The Center's research focuses on how organizational leadership, culture, and human resource practices increase work force productivity and commitment while also improving the quality of employees' lives.
- **Education:** Consistent with the mission of Boston College, the Center is committed to academic excellence, as exemplified in our work/life certificate courses for professionals with a dedicated interest in work/life diversity, wellness, employee relations, or related fields. E-Learning web-based courses on the Standards of Excellence engage participants in live, interactive discussions to help them develop effective work/life strategies. Academic publications produced by the Center are also available for purchase, including an Executive Briefing Series, which addresses strategic issues relevant to the current business climate.

For more information, visit <http://www.bc.edu/centers/cwf/>.

### **Institute of Medieval Philosophy and Theology**

The Institute is a center that unites the teaching and research efforts of the faculty members in the Philosophy and Theology Departments who specialize in medieval philosophy and theology. Doctoral degrees are awarded in the Philosophy or Theology Departments and students matriculate in one of these two departments. The focus of the Institute is on the relationship between medieval philosophy and theology and modern continental philosophy and theology.

To foster this dialogue and encourage the scholarly retrieval of the great medieval intellectual world, the Institute offers graduate student fellowships and assistantships, sponsors speakers programs, runs a faculty-student seminar to investigate new areas of medieval philosophical and theological research, and has set up a research center to assist in the publication of monographs and articles in the diverse areas of medieval philosophy and theology, to encourage the translations of medieval sources, and to stimulate editions of philosophical and theological texts. For more information, visit <http://www.bc.edu/schools/cas/theology/graduate/special/med-phil/>.

### **Institute for Scientific Research**

The Institute for Scientific Research (ISR) boasts a highly-trained team of scientists, engineers, and mathematicians. Over the course of its history, the Institute has utilized a diversity of knowledge to develop highly sophisticated techniques for analyzing raw scientific and engineering data and presenting it in meaningful and useful ways. Using state-of-the-art analytical tools and technology including computer-generated modeling, the Institute is a forerunner in scientific data analysis and interpretation using statistical data analysis, digital signal processing, and image processing; mathematical signal modeling; animated visualization of real and simulated data; the manipulation

and interpretation of scientific images; and the design of specialized databases, data management techniques, and interactive scientific software. For more information, visit <http://www.bc.edu/research/isr/>.

### **Institute for the Study and Promotion of Race and Culture**

The Institute for the Study and Promotion of Race and Culture (ISPRC) was founded in 2000 at Boston College, under the direction of Dr. Janet E. Helms, to promote the assets and address the societal conflicts associated with race or culture in theory and research, mental health practice, education, business, and society at large.

The ISPRC attempts to solicit, design, and disseminate effective interventions with a pro-active, pragmatic focus. Each year the Institute will address a racial or cultural issue that could benefit from a pragmatic scholarly focus through its Diversity Challenge conference. For more information, visit <http://www.bc.edu/isprc/>.

### **Irish Institute**

The Irish Institute is a division of the Center for Irish Programs at Boston College. The mission of the Institute is to promote the peace and normalization process on the island of Ireland and to contribute to social, political, and economic stability through cross-border and cross-community cooperation. Professional development programming by the Institute introduces Irish and Northern Irish participants to successful models of best practices in the U.S., as well as offering an opportunity for cultural exchange that promotes mutual understanding among the U.S., Ireland, and Northern Ireland.

Since its founding in 1997, more than 650 decision-makers from all sectors, including government, business, education, environment, policing, media, and nonprofits, have participated in over 70 Irish Institute programs. Programs balance classroom seminars led by Boston College faculty with site visits to innovative and effective industry leaders in Massachusetts and across the United States. The Irish Institute is regarded as an honest broker by all parties on the island of Ireland, and its reputations for delivering quality programming in an inclusive environment attracts leaders from all communities and from across the political spectrum. In recent years, the Institute has applied its programming models, and expertise in addressing the problems of divided societies to embrace participants from the Middle East and North Africa.

The Irish Institute's 2005 programming will be in the areas of local government, journalism, nonprofit management and development, community policing, teacher education, education for cultural diversity, public policy, and business management and leadership. The Institute receives annual funding from Boston College, the U.S. Congress through the U.S. Department of State, the Bureau of Cultural and Educational Affairs, as well as through several other external partnerships. For more information, visit <http://www.bc.edu/irishinstitute/>.

### **Jesuit Institute**

The Jesuit Institute was established in 1988 to contribute towards the response to the question of identity. The Institute, initially funded by the Jesuit Community at Boston College, is not an additional or separate academic program. It is, rather, a research institute which works in cooperation with existing schools, programs, and faculties primarily but not exclusively at Boston College. Within an atmosphere of complete academic freedom essential to a university, the Institute engages positively in the intellectual exchange that constitutes the University. Its overarching purpose is to foster research and collaborate interchange upon those issues that emerge at the intersection of faith and culture. Through its

programs, the Institute does this in two ways: by supporting the exploration of those religious and ethical questions raised by this intersection and by supporting the presence of scholars committed to these questions. For more information, visit <http://www.bc.edu/centers/jesinst/>.

### Loneragan Center

Studies related to the work of the Jesuit theologian and philosopher Bernard Lonergan (1904-1984) are fostered and advanced in the Lonergan Center at Boston College. Inaugurated in 1986, the Center houses a growing collection of Lonergan's published and unpublished writings as well as secondary materials and reference works, and it also serves as a seminar and meeting room. Boston College sponsors the annual Lonergan Institute, which provides resources, lectures, and workshops for the study of the thought of Bernard Lonergan, S.J. For more information, visit <http://www.bc.edu/lonergan/>.

### Mathematics Institute

The Boston College Mathematics Institute was established in 1957 as a unit separate from the Mathematics Department to assist in the effort to improve the content and instructional practice of mathematics at school level. In the 1960s and 1970s the primary focus of the Institute was on providing veteran teachers with renewal programs and professional development opportunities to update and deepen their background in mathematics. The National Science Foundation was a major source of funding. Concurrently, Institute staff developed some supplementary instructional materials to use with students in grades K-12.

At present, the Mathematics Institute offers professional enhancement courses for teachers in the summers at Boston College and other sites. Other current projects include research studies and content development related to school level mathematics concerns. For more information, visit <http://www.bc.edu/centers/mathinst/>.

### Small Business Development Center

The Small Business Development Center (SBDC) provides managerial, financial and technical assistance, and training to small business people in the Greater Boston area. Prospective and active small business people can receive one-on-one counseling and consultative assistance in a range of business areas such as finance, marketing, planning, operations, accounting, and controls. The SBDC also offers specially designed small business management training workshops. Topics include writing a business plan, financial planning, marketing, strategic planning, cash flow, and general management as well as other varied topics.

The Massachusetts Small Business Development Center Network is a partnership program with the U.S. Small Business Administration and the Massachusetts Department of Business and Technology under cooperative agreement 05-603001-0022 through the University of Massachusetts Amherst. SBDCs are a program supported by the U.S. Small Business Administration and extended to the public on a non-discriminatory basis. SBA cannot endorse any products, opinions or services of any external parties or activities. Reasonable accommodations for persons with disabilities will be made, if requested at least two weeks in advance. For further information, please contact Boston College SBDC office at (617) 552-4091. For more information, visit <http://www.bc.edu/centers/sbdc/>.

### TIMSS and PIRLS International Study Center

The Trends in International Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS) Center's at the Lynch School of Education is dedicated to con-

ducting comparative studies in educational achievement. Principally, it serves as the center for international studies in mathematics, science, and reading.

The TIMSS and PIRLS International Study Center receives funding from such organizations as the International Association for the Evaluation of Educational Achievement, U.S. National Center for Education Statistics, and U.S. National Science Foundation. For more information, visit <http://timss.bc.edu/>.

### Weston Observatory

Weston Observatory, formerly Weston College Seismic Station (1928-1949), is a part of the Department of Geology and Geophysics of Boston College. Located approximately ten miles northwest of the main campus, the Observatory is an interdisciplinary research facility of the department and a center for research in the fields of geophysics, geology, and paleobotany. Weston Observatory was one of the first participating facilities in the Worldwide Standardized Seismograph Network and operates the 12-station New England Seismic Network that monitors earthquake activity in the northeast, as well as distant earthquakes. The facilities at Weston Observatory offer students a unique opportunity to work on exciting projects with modern, sophisticated, scientific research equipment in a number of different areas of scientific and environmental interest. For more information, visit <http://www.bc.edu/westonobservatory/>.

## STUDENT LIFE RESOURCES

### AHANA Student Programs

#### (African-American, Hispanic, Asian, and Native American)

The overarching aim of the Office of AHANA Student Programs is to promote the academic achievement of AHANA students at Boston College especially those who have been cheated educationally. The services available include the following: tutorial assistance, academic advisement, individual and group counseling, tracking of academic performance, and career counseling. In addition to these services, the office assists AHANA student organizations in developing and implementing cultural programs. The Office of AHANA Student Programs is located in the Thea Bowman AHANA Center at 72 College Road, 617-552-3358.

### Options Through Education Program

Sponsored by the Office of AHANA Student Programs, this six-week summer residential program has as its objective the goal of equipping 40 pre-freshmen, identified by the Office of Undergraduate Admissions as being at an educational and economic disadvantage, with the skills necessary to successfully negotiate Boston College's curriculum. At the core of the program's curriculum is a focus on imparting skills in two critical areas—English and mathematics. In addition to a focus on academics, the program seeks to introduce its students to the diverse resources available at Boston College and in the greater Boston community.

### Athletic Association

In keeping with its tradition as a Catholic and Jesuit university, rooted in a belief that seeks God in all things, especially in human activity, the Boston College Athletic Association offers a broad-based program of intercollegiate athletics, as well as intramural, recreation, and club sport opportunities. Through these activities, the Athletic Association provides an educational experience that promotes the development of the whole person intellectually, physically, socially, and

spiritually. Through its offerings, the Athletic Association plays an integral part in the personal formation and development of students, preparing them for citizenship, service, and leadership.

The Athletic Association supports and promotes the University's goal of a diverse student body, faculty, and staff. In this spirit, the Athletic Association supports equitable opportunities for all students and staff, including minorities and women.

### **Office of Campus Ministry**

The Office of Campus Ministry strives to deepen the faith life of Boston College students by offering opportunities to discover, grow in, express, and celebrate the religious dimensions of their lives. Liturgies, retreats, small faith communities, and service projects are popular programs offered throughout the year. Campus Ministry strives to show the close relationship of the Gospel and the call to the works of justice. The Office of Campus Ministry is located in McElroy 233 and can be reached by calling 617-552-3475, or visit <http://www.bc.edu/campus-ministry/>.

### **Career Center**

The Career Center at Boston College offers an exciting program of services and resources designed to help students build successful careers. Through the Career Center, students may obtain advice and guidance regarding career and major choices, gain work-related experience, make meaningful connections with alumni and employers, and learn the latest job search techniques.

The Career Center's Internship Program provides students in all classes with the opportunity to gain practical work experience in a professional capacity, during the summer or school year. As part of a consortium of 14 prestigious universities nationwide, the Boston College Internship Program lists on-line internships in a wide range of professional settings and geographic areas. Students are encouraged to participate in at least two or three internships before they graduate.

Students are also encouraged to conduct informational interviews with BC alumni. The Career Network contains 9,000+ alumni who have volunteered to share their career experience and to provide job search strategy tips. Students can access the Network through computers at the Career Center or via the Career Center's home page.

The Career Resource Library offers a wide variety of career exploration and job search resources, graduate and professional school information, and employer literature. Professional assistance and advice is available, along with computer access to the Internet.

AHANA (African-American, Hispanic, Asian, Native American) Career Services provides AHANA students with a monthly newsletter, highlighting career opportunities and events specifically targeted toward AHANA students. Additionally, the Career Center sponsors an annual AHANA Student-Employer Reception.

The Recruiting Program provides opportunities for students to interview with over 200 employers. Employer Information Sessions are open to all students, and a large career fair is held every fall.

Visit the Career Center at 38 Commonwealth Avenue, 617-552-3430, or <http://careercenter.bc.edu/>.

### **Office of the Dean for Student Development**

The Office of the Dean for Student Development (ODSD) coordinates the planning, implementation, and evaluation of programs and services promoting student development. ODSD oversees student clubs and organizations, programming, the Undergraduate Government of Boston College, the Emerging Leader Program, the Graduate Student Association and the John Courtney Murray, S.J. Graduate Student

Center, alcohol and drug education, off-campus and commuting student affairs, international student services, the Global Proficiency Program, the Women's Resource Center, and the Disability Services Office. The Dean and assistants are also responsible for coordinating policies and procedures concerning student conduct and discipline and the judicial process. The Office of the Dean for Student Development is located at 21 Campanella Way, Suite 212, 617-552-3470.

### **Dining Services**

The University offers a varied and nutritionally balanced menu in nine dining rooms: Carney's, the Cafe, and the Eagle's Nest at McElroy Commons; Lyons Hall on Middle Campus; Stuart Hall on Newton Campus; the Lower Live and The Balcony at John M. Corcoran Commons; The Hillside Cafe; and the Walsh Hall Dining Room. In addition, students can use their Meal Plan in the concessions at Conte Forum.

The Meal Plan is mandatory for resident students living in Upper Campus, Newton Campus, Walsh Hall, 66 Commonwealth Avenue, Greycliff, Vanderslice Hall, St. Ignatius Gate, and 90 St. Thomas More Drive. The cost of the full Meal Plan for 2005-06 is \$1,950.00 per semester or \$3,900.00 per year.

Optional meal plans, known as Eagle Bucks, are available to all other students living in off-campus apartments and to commuters. Further information can be obtained by contacting the Office of Student Services, 617-552-3300, Lyons Hall. A dietitian is available to those students with special dietary needs or restrictions by calling 617-552-8040.

### **Disability Services Office**

Services for undergraduate and graduate students with hearing, visual, mobility, medical, psychiatric, and temporary disabilities are coordinated through the Assistant Dean for Students with Disabilities. Academic support services provided to qualified students are individualized and may include sign language interpreters, books on tape, extended time on exams, facilitation of program modification, course underloads, readers, scribes, and note-takers. The Assistant Dean works with each student individually to determine the appropriate accommodations necessary for the student's full participation in college programs and activities. For more information, contact the Assistant Dean at 617-552-3470.

Services for students with learning disabilities and Attention Deficit Hyperactivity Disorder are coordinated through the Connors Family Learning Center. The Center, located in O'Neill Library, provides academic support services and accommodations to undergraduate and graduate students. The Center's services are extensive and vary depending upon the unique needs of the individual student. For more information, contact the Center at 617-552-8055, or visit <http://www.bc.edu/libraries/centers/connors/>.

### **Graduate Student Association**

The Graduate Student Association (GSA) of Boston College is an autonomous organization that serves the Graduate School of Arts and Sciences, the Lynch School of Education, the Boston College Law School, the Connell School of Nursing, the School of Social Work, the Carroll School of Management, and the academic graduate student organizations within various disciplines.

The GSA exists to provide academic support in the form of conference grants, special group funding, social, cultural, and academic programs for graduate students, and to inform the graduate community of matters of interest to them. The GSA also advocates for graduate student interests within the University.

The GSA Officers, elected each April for a year of service, include the Executive Director, Finance Director, and Programming Director. The GSA Council, which meets monthly, is made up of representatives selected by each of the graduate programs or schools. The GSA Council and executive staff work together to strengthen the collective voice of graduate students. The GSA and other academic graduate student organizations are funded by a student activity fee charged to every graduate student.

The GSA has an office in the John Courtney Murray, S.J., Graduate Student Center located at 292 Hammond Street, across Beacon Street from Middle Campus. Graduate students are encouraged to become involved in the GSA and to communicate their needs through their program/school representatives.

### John Courtney Murray, S.J. Graduate Student Center

The John Courtney Murray, S.J., Graduate Center serves Boston College's graduate and professional students. The Center is staffed by the Associate Dean for Graduate Student Life, the Administrative Technology Support Assistant, two Graduate Student Managers, and five Graduate Student Center Assistants. During the academic year the Graduate Center is open seven days a week. Current operating hours can be found on the website listed below.

The mission of the Murray Graduate Center is to serve the graduate student community and to support and enrich graduate student life at Boston College. The Center's primary purpose is to build a sense of community among the entire graduate student population and to cultivate a sense of belonging to the Boston College community as a whole.

By setting aside a welcoming space created exclusively for and used by graduate students, the Murray Graduate Center strives to fulfill its mission through academic, social, and spiritual programming and serves as a place of hospitality for those involved in graduate education at Boston College.

The Center provides a number of services and amenities including a computer lab (printing, network, and wireless access), study areas, meeting space, dining and lounge areas, billiards, and ping pong.

The Center is located at 292 Hammond Street (just across Beacon Street from McElroy). For more information, visit <http://www.bc.edu/gsc/> or call 617-552-1855.

### University Health Services

The primary goal of University Health Services is to provide confidential medical/nursing care and educational programs to safeguard the physical well-being and mental health of the student body. The Department is located in Cushing Hall on the Main Campus and can be contacted by calling 617-552-3225.

The Outpatient Unit staff includes full-time primary care physicians, nurse practitioners, and on-site specialty consultants. The 24-hour Inpatient Unit provides care for students requiring observation and frequent physician/nurse assessments. The staff also provides urgent outpatient nursing assessments when the Outpatient Center is closed and can be reached at 617-552-3227.

Boston College requires all undergraduate resident students be enrolled with the University Health Services. A mandatory Health/Infirmary fee is included on the tuition bill. Undergraduate students living off-campus who have been charged this fee and do not wish to utilize the service may request a waiver from the University

Health Services office in Cushing Hall or download it from the Health Services website. It must be submitted to the Health Services Department during the month of September.

Membership in the University Health Services is optional for graduate students and is available through payment of the Health/Infirmary fee or on a fee-for-service basis.

All students may have access to the facilities for first aid or in case of an emergency.

The Health/Infirmary fee covers medical care provided on campus by University Health Services and is not to be confused with medical insurance. Massachusetts law requires that all full-time students be covered by an Accident and Sickness Insurance Policy so that protection may be assured in case of hospitalization or other costly outside medical services. See Massachusetts Medical Insurance.

An informational brochure entitled *University Health Services Staying Well* is available at the University Health Services office, Cushing First Floor, 617-552-3225. Insurance information can also be obtained there. For more information, visit <http://www.bc.edu/offices/uhs/>.

### Immunization

Both graduate and undergraduate students registering at the credit levels listed below are required to comply with Massachusetts General Laws (the College Immunization Law):

School	Credit Level
Arts and Sciences	9
College of Advancing Studies	12
Education	9
Law	12
Management	9
Nursing	9
Social Work	9

The College Immunization Law requires proof of the following immunizations:

- 1 Tetanus-Diphtheria Booster: Within the past 10 years
- 2 Measles Immunizations: Dose 1 must be after the first birthday. Dose 2 must be at least one month after the first dose.
- 1 Mumps Immunization: Immunized with vaccine after the first birthday
- 1 Rubella Immunization: Immunized with vaccine after the first birthday
- 3 doses of the hepatitis B vaccine.
- Meningitis immunization or submission of waiver form (new requirement for students entering after August 2005).

If proof of immunization for measles, mumps, and/or rubella is not available, a blood Titer showing immunity will be accepted.

Failure to show proof of immunizations within 30 days from the start of classes will result in a block on your registration and an administrative fee of \$55.00 will be charged to your student account.

The only exceptions permitted are conflicts with personal religious belief or documentation by a physician that immunizations should not be given due to pre-existing medical problems.

### University Counseling Services (UCS)

University Counseling Services (UCS) provides counseling and other psychological services to the students of Boston College. The goal of UCS is to enable students to develop fully and to make the most of their educational experience. Services available include individual counseling and psychotherapy, group counseling, consultation, evalua-

tion, and referral. Counseling offices can be found in the following locations: Gasson 108, Campion 301, and Fulton 254. Students wishing to make an appointment should call 671-552-3310.

### Annual Notification of Rights

The Director of Student Services and the Vice President for Student Affairs are responsible for notifying students annually of their rights under FERPA. The annual notice is to appear in this document and in the *Boston College Student Guide*.

### Student Rights Under FERPA

As a matter of necessity, Boston College continuously records a large number of specific items relating to its students. This information is necessary to support its educational programs as well as to administer housing, athletics, and extracurricular programs. The University also maintains certain records such as employment, financial, and accounting information for its own use and to comply with state and federal regulations. Boston College is committed to protecting the privacy rights of its students and to maintaining the confidentiality of its records. Moreover, the University endorses and complies with the Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the Buckley Amendment, a federal statute that affords students certain rights with respect to their education records. These rights are as follows:

- The right to inspect and review the student's education record within 45 days of the day the University receives a request for access.  
Any student who wishes to inspect and review information contained in an education record maintained by any office of the University may, with proper identification, request access to the record from the office responsible for maintaining that record. In general, the student is to be granted access to the record as soon as possible and, unless the circumstances require the existence of a formal request, an oral request may be honored.  
Whenever an office responsible for maintaining education records is unable to respond at once, the student may submit to the Office of Student Services, dean, academic department head, or other appropriate official a written request that identifies the record he or she wishes to inspect. The University official is to make arrangements for access and is to notify the student of the time and place the record may be inspected. If the record is not maintained by the University official to whom the request is submitted, that official is to advise the student of the correct official to whom the request is to be addressed.
- The right to request the amendment of the student's education record if the student believes that information contained in his or her record is inaccurate, misleading, or in violation of his or her rights of privacy.  
Any student who believes that information contained in his or her education record is inaccurate, misleading, or in violation of his or her rights of privacy is to write to the University official responsible for the record, clearly identifying the part of the record he or she wants changed, and specifying why it is inaccurate, misleading, or in violation of his or her rights of privacy. If the University decides not to amend the record as requested by the student, the University is to notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information

regarding the hearing procedures is to be provided to the student when notified of the right to a hearing.

- The right to consent to the disclosure of personally identifiable information contained in the student's education record, except to the extent that FERPA or other federal statutes authorize disclosure without consent.  
One exception that permits disclosure without consent is disclosure to University officials with legitimate educational interests. A University official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another University official in performing his or her tasks.  
A University official has a legitimate educational interest if the official requires access to an education record in order to fulfill his or her professional responsibility. Upon request, the University may disclose education records without consent to officials of another educational institution in which a student seeks or intends to enroll.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.

Written complaints should be directed to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C., 20202-4605.

### Confidentiality of Student Records

Certain personally identifiable information from a student's education record, designated by Boston College as directory information, may be released without the student's prior consent. This information includes name; term, home, local, and electronic mail addresses; telephone listing; date and place of birth; photograph; major field of study; enrollment status; grade level; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance; school/college of enrollment; anticipated date of graduation; degrees and awards received; the most recent previous educational agency or institution attended; and other similar information.

Electronic access to selected directory information is available to both the Boston College community and the general public. A student who so wishes has the right to prevent the release of all directory information including verification of enrollment, or to suppress selected directory information. In order to do so, students must enter "privacy preferences" in Agora, Boston College's secured intranet environment (<http://agora.bc.edu/>). This must be done by the end of the first week of enrollment. Suppression is available by selecting *U-View* and *Privacy Preferences*.

All non-directory information is considered confidential and will not be released to outside inquiries without the express written consent of the student.

### Disclosures to Parents of Students

When a student reaches the age of 18, or attends a postsecondary institution regardless of age, FERPA rights transfer to the student. Guidelines for the disclosure of information to parents are as follows:

- Parents may obtain directory information at the discretion of the institution.
- Parents may obtain nondirectory information (e.g., grades, GPA) at the discretion of the institution and after it is determined that the student is legally dependent on either parent.
- Parents may also obtain nondirectory information if they have a signed consent from the student.

### Enrollment Statistics and Graduation Rate

During the fall of 2004, Boston College enrolled 9,059 undergraduates, 714 Woods College of Advancing Studies students, and 4,755 graduate students.

Of the freshmen who first enrolled at Boston College in the fall of 1997, eighty-nine percent had completed their degree by 2003 and four percent had chosen to continue their studies elsewhere. The combined retention rate for this entering class is ninety-three percent. Of the graduates, ninety-seven percent earned their degrees within four years.

### NOTICE OF INFORMATION DISCLOSURES

In compliance with the Higher Education Amendments of 1998, Boston College makes available the following information that is required to be disclosed under Subpart D of Part 668 of Title 34 of the Code of Federal Regulations (Institutional and Financial Assistance Information for Students) and under Section 99.7 of the Family Educational Rights and Privacy Act. Included below are instructions on how to obtain the information.

*The following information is available to any enrolled student or prospective student, upon request:*

- **Financial assistance information**, including a description of the following: the federal, state, local, private, and institutional student financial assistance programs available to students who enroll at the University; application forms and procedures; eligibility requirements; criteria for selection; criteria for determining the amount of the award; satisfactory academic progress standards; methods of disbursement; loan terms; conditions and terms for employment provided as part of a student's financial assistance package; and conditions for deferral of federal loan repayments for volunteer service.
- **Institutional information**, including the cost of attendance; refund policies; requirements and procedures for officially withdrawing from the University; requirements for the return of Title IV assistance; academic program, faculty, and facilities; accreditation and licensure; special facilities and services for students with disabilities; and a statement that a student's enrollment in a study abroad program approved for credit by the University may be considered enrollment at the University for the purpose of applying for Title IV assistance.
- **Boston College's graduation rates**

Financial assistance, institutional, and graduation rate information is published in this document, the *Boston College Bulletin*. To request a copy of the *Boston College Bulletin*, call the Boston College Office of Student Services at 800-294-0294 or 617-552-3300; send a fax to this office at 617-552-4889; or send your request in writing to: Boston College, Office of Student Services, Lyons Hall, 140 Commonwealth Avenue, Chestnut Hill, MA 02467.

This information may also be obtained by accessing the Boston College Office of Student Services website at <http://www.bc.edu/studentservices/>.

*The following information is disseminated by October 1 of each year to enrolled students and current employees and is available to prospective students and prospective employees upon request:*

Boston College's **annual security report**, the **Campus Safety and Security Program**, contains statistics for the previous three years concerning reported crimes that occurred on campus and on public property immediately adjacent to and accessible from the campus. The report also incorporates institutional policies concerning campus security, including Reporting of Crimes and Other Emergencies, Safety Notification Procedure, Campus Law Enforcement, and Campus Sexual Assault Program; information regarding the available educational programs that address campus security procedures and practices, and crime prevention; information regarding drug and alcohol policies, and other matters.

*The following information is available to enrolled students, prospective students, and the public upon request:*

A **report of athletic program participation rates and financial support data**. This report details participation rates, financial support, and other information on men's and women's intercollegiate athletic programs.

To request a copy of either of the above reports, please call the Office of the Financial Vice President and Treasurer at 617-552-4191, or send your request in writing to: Boston College, Office of the Financial Vice President and Treasurer, More Hall 200, 140 Commonwealth Avenue, Chestnut Hill, MA 02467

Enrolled students are notified each year of their rights, and the procedures for the inspection, correction, and disclosure of information in student records, under the Family Educational Rights and Privacy Act. This information is published in this document, the *Boston College Bulletin*, and may also be obtained by accessing the Boston College Office of Student Services website at <http://www.bc.edu/studentservices/>.

### NOTICE OF NON-DISCRIMINATION

Founded by the Society of Jesus in 1863, Boston College is dedicated to intellectual excellence and to its Jesuit, Catholic mission and heritage. Committed to having a welcoming environment for all people, it recognizes the important contribution a diverse community of students, faculty, and administrators makes in the advancement of its goals and ideals.

Boston College rejects and condemns all forms of harassment and has developed specific procedures to redress incidents of harassment against any members of its community, whatever the basis or circumstance. Moreover, in accordance with all applicable state and federal laws, Boston College does not discriminate in employment, housing, or education on the basis of a person's race, sex, age, national and ethnic origin, religion, disabilities, marital or parental status, veteran status, or personal history. In addition, in a manner faithful to the Jesuit, Catholic principles and values that sustain its mission and heritage, Boston College is in compliance with applicable state laws providing equal opportunity without regard to sexual orientation.

Boston College has designated the Office of Institutional Diversity to coordinate its efforts to comply with and carry out its responsibilities to prevent discrimination in accordance with state and federal laws. Any applicant for admission or employment, as well as all students, faculty members, and employees are welcome to raise any questions regarding violation of this policy with the Director of the Office of Institutional Diversity, More Hall 315, 617-552-3330. In addition, any person who believes that an act of discrimination based

on Title IX discrimination has occurred at Boston College, may raise this issue with the Assistant Secretary for Civil Rights of the United States Department of Education.

## RESIDENCE ACCOMMODATIONS

Boston College offers several different types of undergraduate student housing in three different residential areas. Each area houses both male and female students. The building style and individual accommodations vary with the location and are described below.

### Lower Campus

*Edmond's Hall Apartment Complex:* The nine-story Edmond's Hall Apartment Complex, completed in the fall of 1975, houses approximately 800 students in 200 two-bedroom apartments. Each apartment unit consists of two bedrooms, bathroom, dining area, kitchen, and living room. Laundry and weight rooms available in this hall. These modern, completely furnished, air-conditioned apartment units house primarily upperclassmen. Subscription to the University Meal Plan is optional.

*Ignacio and Rubenstein Apartment Complex:* This air-conditioned apartment complex, completed in the spring of 1973, houses approximately 725 students. Each completely furnished apartment unit includes two or three bedrooms, two bathrooms, living room, dining area, and kitchen. Laundry rooms are located in both residence halls. This area is generally restricted to juniors and seniors. Subscription to the University Meal Plan is optional.

*Vouté Hall and Gabelli Hall:* These apartment-style residence halls were completed in the fall of 1988. Each two-bedroom air-conditioned apartment has a full kitchen, dining, and living room plus a full bathroom. Approximately 384 upperclassmen reside in these fully furnished units. Seventeen townhouses are unique features of these halls. The buildings provide students with access to a variety of lounges equipped for study and social uses, libraries, and laundry and weight rooms. Subscription to the University Meal Plan is optional.

*Modular Apartment Complex:* The Modular Complex consists of 76 duplex townhouse apartments and houses approximately 450 students. Completed in the spring of 1971, each air-conditioned and fully furnished apartment unit has three bedrooms, two and one-half baths, living room, and kitchen. This area houses six students per apartment and is generally restricted to seniors. Subscription to the University Meal Plan is optional.

*Michael P. Walsh, S.J., Residence Hall:* This suite-style residence hall, completed in the fall of 1980, consists of four- and eight-person suites housing approximately 800 students. Each eight-person suite has a furnished lounge area and a kitchenette including a sink, counter space, cabinet space, kitchen table, and chairs. Each floor of the residence hall has a separate lounge and study area. The facility also includes a television lounge, a laundry room, and a fitness center. These units house primarily sophomores. Subscription to the University Meal Plan is mandatory.

*Sixty-Six Commonwealth Avenue:* Located on the Lower Campus, this upperclassman facility houses approximately 150 students in predominantly single room accommodations. Each room is fully furnished and additional lounge areas and a laundry room are provided. The building also houses the Multi-Faith Worship space open for private prayer or religious services for all individuals or denominations. Subscription to the University Meal Plan is mandatory. **Sixty six Commonwealth Avenue will not be open for the academic year 2005-2006.**

*Vanderslice and 90 St. Thomas More Drive:* These suite-style residence halls, completed in the fall of 1993, consist of six-, seven-, eight-, and nine-person suites housing approximately 750 students. Each air-conditioned suite has a furnished lounge and kitchenette area featuring a sink with counter space, a refrigerator, cabinets, and a kitchen table and chairs. A laundry room is included. These facilities also include a cabaret, cardiovascular and music rooms, libraries, laundry rooms, and casual study rooms. These units house sophomores and juniors. Subscription to the University Meal Plan is mandatory.

*St. Ignatius Gate:* Located on the Lower Campus, this residence hall houses approximately 300 upperclassmen in six- and eight-person suite style accommodations. Each fully furnished suite has two bathrooms, a common room, and kitchenette including a refrigerator, sink, counter, cabinets, as well as a kitchen table and chairs. Other hall amenities include a laundry room, study lounges, and a weight room. Subscription to the University Meal Plan is mandatory.

### Upper Campus

These are standard residence halls with one-, two-, three-, or four-person student rooms along a corridor. Each room is furnished with a bed, desk, dresser, chair, shelves, and shades. These twelve buildings house approximately 1,900 freshmen and sophomore students. Upper Campus residence use the laundry facilities located in O'Connell House located in the center of Upper Campus. All Upper Campus residents are required to subscribe to the University Meal Plan.

### Newton Campus

The six residence halls on the Newton Campus are similar to the Upper Campus halls and are furnished in the same manner. They house approximately 850 students. Daily free bus service is provided to the Chestnut Hill campus, which is located one mile from the Newton Campus. The Newton Campus offers a unique environment and special academic and social programs that make it attractive to many freshman students. The University Meal Plan is mandatory for Newton Campus residents, and a cafeteria is located on the campus, as well as a library, chapel, and laundry facilities.

### Special Interest

The University offers a variety of Special Interest Housing options to undergraduate students.

Specific floors have been designated as 24-hour quiet living floors. Upperclassmen are able to reside in apartment and suite-style accommodations with a quiet atmosphere. Students are required to sign a Quiet Living Agreement prior to moving in.

*The Greycliff Honors House,* located one-half mile from the main campus, houses 45 undergraduate students who are participating in the Honors Program. Faculty lectures, cultural, and academic programs are held in this residence hall throughout the year.

*The Mosaic Multi-Cultural floor,* open to students of all ethnic and racial backgrounds, will give residents the opportunity to be introduced to and learn about various cultures. Students work to define and promote diversity within the hall and throughout the University through programmatic methods.

*The Romance Language floor,* primarily houses students who want to improve their speaking knowledge of French and Spanish. The Romance Language House seeks to bring students and faculty together to foster an intellectual community that shares the events of daily life in French and/or Spanish. Students living in the Maison Francaise and the Casa Hispanica participate in a unique academic living environment.

## ABOUT BOSTON COLLEGE

*The Shaw Leadership Program* provides students with the opportunity to plan, develop, and implement social, educational, cultural, and service-oriented programs for the Boston College community and its neighbors. Shaw students are given the opportunity to develop their leadership, presentation, and organizational skills through a variety of workshops, weekly meetings, retreats, and through sponsoring one major program during the year.

*The Substance Free floor* allows students to reside on an alcohol, drug, and tobacco free floor. Residents are required to plan and participate in a biweekly program/discussion and to sign a Substance Free Living Agreement prior to moving in.

To encourage a healthier lifestyle and safer residence halls, all residential facilities at Boston College are smoke free. Students cannot smoke in their bedrooms, suites, apartments, or any other area within the residence halls. Those students who do smoke can smoke outside, but must be 20 feet away from the entrance of any residence hall. Residents of the Mods are permitted to smoke on their back porch.

### Off-Campus Housing

The University operates an Off-Campus Housing office located in 21 Campanella Way for the convenience of those seeking referrals for off-campus housing. The office maintains updated listings of apartments and rooms available for rent in areas surrounding the campus. Interested students should visit the office Monday through Friday, 9:00 a.m. to 5:00 p.m. Listings are available on the Residential Life website.

### TUITION AND FEES

Tuition and fees for undergraduates are due by August 10 for first semester and by December 15 for second semester. Restrictions will be placed on any account not resolved by the due dates. These restrictions include denied access to Housing and the Athletic Complex, use of the I.D. Card and Meal Plan, and the ability to drop and add courses, and to cash checks at the Cashier's Office. There will be absolutely no registration or confirmation of registration allowed after October 24, 2005, for first semester and April 3, 2006, for second semester. Scholarship holders are not exempt from payment of registration, acceptance fees, insurance, and miscellaneous fees at the time prescribed.

Tuition and fees for the Graduate Schools of Management, Arts and Sciences, Education, Nursing, and Social Work are billed on August 13 for the fall and December 15 for the spring. Payment is due on September 15 and January 14 respectively. All students should be registered by August 13 for the fall and December 15 for the spring.

The tuition in the Law School is due semi-annually by August 10 and by December 15.

There is a \$150.00 late payment fee for payments received after the due dates listed above. In severe cases, students whose accounts are not resolved by the due dates may be withdrawn from the University.

### Undergraduate Tuition

- First semester tuition and fees are due by August 10, 2005.
- Tuition first semester—\$15,475.00
- Second semester tuition and fees are due by December 15, 2005.
- Tuition second semester—\$15,475.00

### Undergraduate General Fees\*

Application Fee (not refundable):.....65.00

Acceptance Fee:.....250.00

This fee will be applied towards students' tuition in the second semester of their senior year. Students forfeit this fee if they withdraw prior

to completing their first semester. Students who withdraw after completing their first semester are entitled to a refund of this fee (provided they do not have an outstanding student account) if they formally withdraw prior to July 1 for fall semester or December 1 for spring semester.

Health Fee:.....362.00

Identification Card (required for all new students):.....30.00

Late Payment Fee:.....150.00

Freshman Orientation Fee (mandatory for all freshman)...325.00

### Undergraduate Special Fees\*

Extra Course—per semester hour credit:.....1,032.00

Laboratory Fee—per semester:.....155.00-275.00

Massachusetts Medical Insurance:.....1,144.00 per year  
(503.00 first semester, 641.00 second semester)

Nursing Laboratory Fee:.....200.00-205.00

NCLEX Assessment Test:.....45.00

Exemption Examination:.....30.00-60.00

Special Students—per semester hour credit:.....1,032.00

Student Activity Fee:.....126.00 per year  
(\$63.00 per semester)

### Resident Student Expenses

Board—per semester:.....1,950.00

Room Fee (includes Mail Service) per semester (varies depending on room):.....3,135.00-4,215.00

Room Guarantee Fee\*\*:.....250.00

Students accepted as residents are required to pay a \$250.00 room guarantee fee. This fee is applied towards the student's first semester housing charges.

\*All fees are proposed and subject to change.

\*\***Incoming students** who withdraw from housing by **June 1** will have 100% of their deposit refunded. **Incoming students** who withdraw from housing between **June 1 and July 15** will have 50% of their deposit refunded. **No refunds** will be made to incoming students who withdraw after July 15. Refunds will be determined by the date the written notification of withdrawal is received by the Office of Residential Life.

The Trustees of Boston College reserve the right to change the tuition rates and to make additional charges within the University whenever such action is deemed necessary.

### **Graduate Tuition**

#### **Graduate School of Arts and Sciences\*\***

Tuition per semester hour:.....	990.00
Auditor's fee***—per semester hour:.....	495.00

#### **Lynch School of Education, Connell Graduate School of Nursing, and the Institute of Religious Education and Pastoral Ministry\*\***

Tuition per semester hour:.....	878.00
Auditor's fee***—per semester hour:.....	439.00

#### **Carroll School of Management, Graduate Division\*\***

Tuition per semester hour:.....	1,020.00
Auditor's fee***—per semester hour:.....	510.00

#### **Graduate School of Social Work\*\***

Tuition per semester hour:.....	778.00
Auditor's fee***—per semester hour:.....	389.00

#### **Law School\*\***

Tuition per semester:.....	16,555.00
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\*\*Students cross-registering in graduate programs pay tuition rates of the school in which they are enrolled.

\*\*\*Audits are considered fees and are not refundable. Students changing from credit to audit receive no refund.

### **Graduate General Fees\***

#### **Acceptance Deposit**

Graduate Education:.....	250.00
Graduate Nursing:.....	400.00
CGSOM—part-time:.....	200.00
CGSOM—full-time:.....	1,500.00
Law School***:.....	200.00
Social Work:.....	200.00

\*\*\*Initial deposit due by April 22 with an additional \$400.00 due by June 1.

#### **Activity fee—per semester\*\*\* (Grad A&S, LSOE, CGSON, GSSW)**

7 credits or more per semester:.....	45.00
Fewer than 7 credits per semester:.....	30.00

#### **Activity fee—per semester\*\*\* (CGSOM)**

7 credits or more per semester:.....	55.00
Fewer than 7 credits per semester:.....	30.00

#### **Application fee (non-refundable)**

Grad A&S:.....	70.00
LSOE:.....	60.00
GSSW:.....	40.00
CGSON:.....	50.00
CGSOM:.....	100.00
Law School:.....	65.00

#### **Doctoral Comprehensive/Continuation Fee (Ph.D. candidate) and Master's Thesis Direction (per semester)**

Grad A&S:.....	990.00
CGSON and LSOE:.....	878.00
CGSOM:.....	1,020.00
GSSW:.....	778.00

**Interim Study:.....**30.00

**Laboratory fee (per semester):.....**210.00-275.00

**Late Payment fee:.....**150.00

**Massachusetts Medical Insurance (per year):.....**1,144.00  
(503.00 first semester, 641.00 second semester)

### **Microfilm and Binding**

Doctoral Dissertation:.....	125.00
Master's thesis:.....	90.00
Copyright fee (optional):.....	45.00
<b>Nursing Laboratory fee:.....</b>	<b>205.00</b>

#### **Student Identification Card**

(mandatory for all new students):.....30.00

\*Fees are proposed and subject to change.

\*\*\*Students who are in off-campus satellite programs in the

School of Social Work are exempt from the activity fee.

**Collection Cost and Fees:** The student is responsible for any collection costs or court costs and fees should their account be turned over to a collection agency or an attorney.

The Trustees of Boston College reserve the right to change the tuition rates and to make additional charges within the University whenever such action is deemed necessary.

### **Massachusetts Medical Insurance**

Commonwealth of Massachusetts Law has mandated that all students, graduate and undergraduate, taking at least 75 percent of full-time credit hours must be covered by medical insurance providing a specified minimum coverage. Determination of whether or not a graduate student is required to enroll in the insurance program is based strictly on the actual number of credits for which the student is registered each semester. Graduate students in Advancing Studies who register for 9 or more credits are considered 75 percent of full-time. Students in Graduate Arts and Sciences, Education, Nursing, Management, and Social Work who register for 7 or more credits are considered 75 percent of full-time. It is the student's responsibility to monitor their eligibility status.

Boston College will offer all students—graduate and undergraduate—the option of participating in the plan offered at the University or submitting a waiver if they have comparable insurance. The details of the University's Insurance plan are available on the *U-View* system or on the web at <http://agora.bc.edu/>. Students may waive the BC insurance plan by completing the electronic waiver form on *U-View* or on the web. Students under the age of 18 are required to submit a written waiver form with the signature of their parent/guardian. This form is available for download on the web at <http://www.bc.edu/studentservices/>. The waiver must be completed and submitted by October 3, 2005, for the fall semester and by February 6, 2006, for spring semester. Students who do not complete a waiver by the due dates will be enrolled and billed for the BC plan.

Students registering for less than 75 percent of a full-time course load or students who initially register as full-time and then drop below 75 percent who wish to enroll in the insurance plan must be in a degree-granting program. Such students enroll directly with the insurance company using the part-time enrollment form available at the Boston College Health Services Department in Cushing Hall or on the web at <http://www.bc.edu/studentservices/>. The coverage becomes effective upon receipt of the application and payment by the insurer if received after the due dates above.

Note: All doctoral students as well as international students at Boston College will automatically be charged for the Boston College Medical Insurance regardless of credit hours unless a waiver is submitted showing comparable insurance.

### Check Cashing

Students presenting a valid Boston College ID may cash checks (\$50.00 limit) at the Cashier's Office, More Hall, Monday through Friday, 9:00 a.m. to 4:00 p.m. There is a 50 cent service charge. Returned checks will be fined in the following manner:

- First three checks returned: \$25.00 per check
- All additional checks: \$40.00 per check
- Any check in excess of \$2,000.00: \$65.00 per check
- Check cashing privileges are revoked after the third returned check.

### Withdrawals and Refunds

Fees are not refundable.

Tuition is cancelled subject to the following conditions:

- Notice of withdrawal must be made in writing to the dean of the student's school.
- The date of receipt of written notice of withdrawal by the Dean's Office determines the amount of tuition cancelled.

The cancellation schedule that follows will apply to students withdrawing voluntarily, as well as to students who are dismissed from the University for academic or disciplinary reasons.

### Undergraduate Refund Schedule

Undergraduate students withdrawing by the following dates will receive the tuition refund indicated below.

#### First Semester

- by Sept. 2, 2005: 100% of tuition charged is cancelled
- by Sept. 16, 2005: 80% of tuition charged is cancelled
- by Sept. 23, 2005: 60% of tuition charged is cancelled
- by Sept. 30, 2005: 40% of tuition charged is cancelled
- by Oct. 7, 2005: 20% of tuition charged is cancelled

#### Second Semester

- by Jan. 13, 2006: 100% of tuition charged is cancelled
- by Jan. 27, 2006: 80% of tuition charged is cancelled
- by Feb. 3, 2006: 60% of tuition charged is cancelled
- by Feb. 10, 2006: 40% of tuition charged is cancelled
- by Feb. 17, 2006: 20% of tuition charged is cancelled

No cancellations are made after the fifth week of classes.

### Graduate Refund Schedule (Excluding Law)

Graduate students (except Law students) withdrawing by the following dates will receive the tuition refund indicated below.

#### First Semester

- by Sept. 14, 2005: 100% of tuition charged is cancelled
- by Sept. 16, 2005: 80% of tuition charged is cancelled
- by Sept. 23, 2005: 60% of tuition charged is cancelled
- by Sept. 30, 2005: 40% of tuition charged is cancelled
- by Oct. 7, 2005: 20% of tuition charged is cancelled

#### Second Semester

- by Jan. 25, 2006: 100% of tuition charged is cancelled
- by Jan. 27, 2006: 80% of tuition charged is cancelled
- by Feb. 3, 2006: 60% of tuition charged is cancelled
- by Feb. 10, 2006: 40% of tuition charged is cancelled
- by Feb. 17, 2006: 20% of tuition charged is cancelled

No cancellations are made after the fifth week of classes.

### Law Refund Schedule

Law students are subject to the refund schedule outlined below.

#### First Semester

- by Aug. 26, 2005: 100% of tuition charged is cancelled
- by Sept. 9, 2005: 80% of tuition charged is cancelled
- by Sept. 16, 2005: 60% of tuition charged is cancelled
- by Sept. 23, 2005: 40% of tuition charged is cancelled
- by Sept. 30, 2005: 20% of tuition charged is cancelled

#### Second Semester

- by Jan. 6, 2006: 100% of tuition charged is cancelled
- by Jan. 20, 2006: 80% of tuition charged is cancelled
- by Jan. 27, 2006: 60% of tuition charged is cancelled
- by Feb. 3, 2006: 40% of tuition charged is cancelled
- by Feb. 10, 2006: 20% of tuition charged is cancelled

If a student does not wish to leave any resulting credit balance on his or her account for subsequent use, he or she should request, in writing or in person, that the Office of Student Services issue a refund. If a student has a credit balance as a result of Federal Aid and he or she does not request a refund, the University will, within two weeks, send the credit balance to his/her local address.

Federal regulations establish procedural guidelines applicable to the treatment of refunds whenever the student has been the recipient of financial assistance through any program authorized under Title IV of the Higher Education Act of 1965. These guidelines pertain to the Federal Perkins Loan, the Federal Pell Grant, the Federal Supplemental Educational Opportunity Grant, the Federal College Work-Study, and the Federal Stafford and Plus-Loan. In such cases, the regulations require that a portion of any refund be returned according to federal guidelines. Further, if a student withdraws, the institution must determine if any cash disbursement of Title IV funds, made directly to the student by the institution for non-instructional purposes, is an overpayment that must be repaid to the Title IV program. University policy developed to comply with the regulations at Boston College will be available upon request from the Office of Student Services.

### National Student Clearinghouse

Boston College is a member of the National Student Clearinghouse. The National Student Clearinghouse is responsible for the processing of Student Loan Deferment forms for Subsidized and Unsubsidized Stafford, PLUS, and Perkins loans.

Student deferment forms will be sent to the Clearinghouse by the Office of Student Services. Students wishing to defer their loans should request a deferment form from their lender, fill out the student portion, list the semester for which they are deferring, and then turn it into the Office of Student Services in Lyons 103.

Boston College has also authorized the National Student Clearinghouse to provide degree and enrollment verifications.

Contact the Clearinghouse at 703-742-4200 with questions. They are on the web at <http://www.studentclearinghouse.org>.

### Boston College Degree Programs

#### College of Arts and Sciences

Art History: B.A.  
Biblical Studies: M.A.  
Biochemistry: B.S.  
Biology: B.A., B.S., M.S., M.S.T., Ph.D.  
Chemistry:\* B.S., M.S., M.S.T., Ph.D.  
Classics: B.A., M.A., M.A.T.  
Communication: B.A.  
Computer Science: B.A., B.S.

Economics: \* B.A., M.A., Ph.D.  
 English: B.A., M.A., M.A.T., Ph.D.  
 Environmental Geosciences: B.S.  
 Film Studies: B.A.  
 Fine Arts: B.A.  
 Environmental Geosciences: B.S.  
 French: B.A., M.A., M.A.T., Ph.D.  
 Geology: B.S., M.S., M.S.T.  
 Geophysics: B.S., M.S., M.S.T.  
 Geology and Geophysics: B.S.  
 German Studies: B.A.  
 Greek: M.A.  
 Hispanic Literature: Ph.D.  
 Hispanic Studies: B.A., M.A.  
 History: B.A., M.A., M.A.T., Ph.D.  
 International Studies: B.A.  
 Irish Literature and Culture: English, M.A.  
 Irish Studies: History, Ph.D.  
 Italian: B.A., M.A., M.A.T.  
 Latin: B.A., M.A.  
 Latin and Classical Humanities: M.A.T.  
 Linguistics: B.A., M.A., M.A.T.  
 Mathematics: B.A., M.A., M.S.T.  
 Medieval Studies: History, M.A., Ph.D.  
 Medieval Studies: Romance Languages, Ph.D.  
 Music: B.A.  
 Philosophy: B.A., M.A., Ph.D.  
 Physics: \* B.S., M.S., M.S.T., Ph.D.  
 Political Science: B.A., M.A., Ph.D.  
 Psychology: B.A., M.A., Ph.D.  
 Pastoral Ministry: M.A.  
 Religion and Education: M.Ed., C.A.E.S., Ph.D.  
 Romance Literatures: Ph.D.  
 Russian: B.A., M.A., M.A.T.  
 Slavic Studies: B.A., M.A., M.A.T.  
 Sociology: B.A., M.A., Ph.D.  
 Spanish: M.A.T.  
 Studio Art: B.A.  
 Theater: B.A.  
 Theology: B.A., M.A., Ph.D.

\*Ph.D. programs in accordance with departmental policy may grant Master's degrees.

#### **Dual Degree Programs—Graduate School of Arts and Sciences**

Biology/Management: M.S./M.B.A.  
 French/Management: M.A./M.B.A.  
 Geology/Management: M.S./M.B.A.  
 Geophysics/Management: M.S./M.B.A.  
 Hispanic Studies/Management: M.A./M.B.A.  
 Italian/Management: M.A./M.B.A.  
 Linguistics/Management: M.A./M.B.A.  
 Mathematics/Management: M.A./M.B.A.  
 Pastoral Ministry/Counseling Psychology: M.A. /M.A.  
 Pastoral Ministry/Educational Administration: M.A. /M.Ed.  
 Pastoral Ministry/Nursing: M.A./M.S.  
 Pastoral Ministry/Social Work: M.A./M.S.W.  
 Philosophy: B.A./M.A.  
 Political Science/Management: M.A./M.B.A.

Psychology/Social Work: B.A./M.S.W.  
 Russian/Management: M.A./M.B.A.  
 Slavic Studies/Management: M.B.A./M.A.  
 Sociology: B.A./M.A.  
 Sociology/Management: M.A./M.B.A., Ph.D./ M.B.A.  
 Sociology/Social Work: B.A./M.S.W.  
 Theology: B.A./M.A.

#### **Lynch School**

Applied Developmental and Educational Psychology: M.A., Ph.D.  
 Educational Administration: M.Ed., C.A.E.S., Ed.D., Ph.D.  
 Counseling Psychology: M.A., Ph.D.  
 Curriculum and Instruction: M.Ed., C.A.E.S., Ph.D.  
 Early Childhood Education: B.A., M.Ed.  
 Early Childhood Specialist: M.A.  
 Educational Research, Measurement and Evaluation: M.Ed., Ph.D.  
 Elementary Education: B.A., M.Ed.  
 Higher Education: M.A., Ph.D.  
 Human Development: B.A.  
 Reading/Literacy Teaching: M.Ed., C.A.E.S.  
 Secondary Education: B.A., M.Ed., M.A.T., M.S.T.  
 Special Education: B.A., M.Ed., C.A.E.S.

#### **Dual Degree Programs—Lynch School Graduate Programs**

Applied Developmental and Educational Psychology: B.A. /M.Ed.  
 Counseling Psychology/Pastoral Ministry: M.A. /M.A.  
 Curriculum and Instruction/Law: M.Ed. /J.D.  
 Early Childhood Education: B.A. /M.Ed.  
 Elementary Education: B.A. /M.Ed.  
 Educational Administration/Pastoral Ministry: M.Ed./M.A.  
 Educational Administration/Law: M.Ed. /J.D.  
 Educational Research, Measurement and Evaluation: B.A. /M.Ed.  
 Higher Education: B.A./M.Ed.  
 Higher Education/Law: M.A./J.D.  
 Higher Education/Management: M.A. /M.B.A.  
 Human Development/Social Work: B.A. /M.S.W.  
 Reading/Literacy Teaching: B.A. /M.Ed.  
 Secondary Education: B.A. /M.Ed.  
 Special Education: B.A. /M.Ed.

#### **Law School**

Law: J.D.

#### **Dual Degree Programs—Law School**

Law/Management: J.D./M.B.A.  
 Law/Social Work: J.D./M.S.W.,  
 Law/Education: J.D. /M.Ed., J.D./M.A.

#### **Carroll School of Management**

Accounting: B.S., M.S.  
 Accounting and Information Technology: B.S.  
 Business Administration: M.B.A.  
 Economics: B.S.  
 Finance: B.S., M.S., Ph.D.  
 General Management: B.S.  
 Information Systems: B.S.  
 Marketing: B.S.  
 Operations and Technology Management: B.S.  
 Organization Studies-Human Resources Management: B.S., Ph.D.

#### **Dual Degree Programs—Carroll Graduate School of Management**

Accounting: M.B.A. /M.S.

## ***ABOUT BOSTON COLLEGE***

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Management/Biology: M.B.A. /M.S.  
Finance: M.B.A./M.S, M.B.A./Ph.D.  
Management/French: M.B.A. /M.A.  
Management/Geology: M.B.A. /M.S.  
Management/Geophysics: M.B.A. /M.S.  
Management/Higher Education: M.B.A. /M.A.  
Management/Hispanic Studies: M.B.A. /M.A.  
Management/Italian: M.B.A. /M.A.  
Management/Law: M.B.A. /J.D.  
Management/Linguistics: M.B.A. /M.A.  
Management/Mathematics: M.B.A. /M.A.  
Management/Nursing: M.B.A. /M.S.  
Management/Political Science: M.B.A. /M.A.  
Management/Russian: M.B.A. /M.A.  
Management/Social Work: M.B.A./M.S.W.  
Management/Sociology: M.B.A./M.A.  
Management/Sociology: M.B.A./Ph.D.

### **Connell School of Nursing**

Nursing: B.S., M.S., Ph.D.

### **Dual Degree Programs—Connell School of Nursing**

Nursing: B.S./M.S., M.S./Ph.D.  
Nursing/Management: M.S. /M.B.A.  
Nursing/IREPM: M.S. /M.A.

### **School of Social Work**

Social Work, M.S.W., Ph.D.

### **Dual Degree Programs—School of Social Work**

Social Work/Psychology: B.A./M.S.W.  
Social Work/Sociology: B.A./M.S.W.  
Social Work/Law: M.S.W./J.D.  
Social Work/ Management: M.S.W./M.B.A.  
Social Work/Pastoral Ministry: M.S.W./M.A.

### **Woods College of Advancing Studies**

Woods College of Advancing Studies: B.A.  
Administrative Studies: M.S.

### **Interdisciplinary Programs**

American Studies  
American Heritages  
Ancient Civilization  
Asian Studies  
Black Studies  
Child in Society  
East European Studies  
Environmental Studies  
Faith, Peace and Justice  
Film Studies  
General Science  
German Studies  
Human Development  
International Studies  
Irish Studies  
Latin American Studies  
Mathematics/Computer Science  
Perspectives on Spanish America  
Middle Eastern and Islamic Studies  
Scientific Computation  
Women Studies

## UNDERGRADUATE ADMISSION

### Admission Information

Boston College is an academic community whose doors are open to men and women regardless of race, color, national origin, sex, religion, age, or handicap.

Boston College seeks to maintain an undergraduate student body that represents a broad variety of abilities, backgrounds, and interests. In selecting students, therefore, the Committee on Admission looks for demonstrated evidence of academic ability, intellectual curiosity, strength of character, motivation, energy, and promise for personal growth and development. Requests for financial aid do not affect decisions on admission. Application forms and information bulletins may be obtained from the Office of Undergraduate Admission, Boston College, 140 Commonwealth Avenue, Devlin Hall 208, Chestnut Hill, Massachusetts 02467.

### Admission from Secondary School

While specific courses are not required, the Office of Undergraduate Admission recommends that students pursue a strong college preparatory program that includes four units of English, mathematics, social studies, and foreign language, as well as four units of a lab science. Such a program provides a solid foundation for high quality college work, as well as a stronger application in a highly selective admission process.

### Standardized Testing

Beginning in September 2005, students must choose one of two options to satisfy the standardized testing requirement.

- The SAT I and two (2) SAT II subject tests of the student's choice.
- The American College Test (ACT) with the optional writing exam.

All standardized test results are used in the admission process. Applicants are required to take all standardized tests no later than the November administration date of their senior year for Early Action and by December of their senior year for Regular Decision.

Domestic students for whom English is not a first language may elect to take the English Language Proficiency Test (ELPT). The Committee on Admission will select the best combination of test scores when evaluating an application. International students for whom English is not a first language are required to submit the Test of English as a Foreign Language (TOEFL) results.

### Application Procedures

#### *Regular Freshman Admission*

Students applying to Boston College should submit the Boston College Supplemental Application for Admission and the Common Application along with the \$65.00 application fee (\$70.00 for students applying from abroad) no later than January 1. Both the Supplemental and the Common Application are available in the Undergraduate Admission Bulletin or on the Undergraduate Admission website at <http://www.bc.edu/applications/>. Candidates are notified of action taken on their applications between April 1 and April 15.

#### *Early Action*

Academically outstanding candidates who view Boston College as a top choice for their undergraduate education and who wish to learn of their admission early in their senior year may consider applying

Early Action. Because it is impossible to gauge the size and quality of the applicant pool at this early stage, admission is more selective at Early Action than during Regular Decision. Students must submit the Supplemental Application and the Common Application postmarked on or before November 1. Candidates will learn of the Admission Committee decision prior to December 25. Candidates admitted to Boston College under Early Action have until May 1 to reserve their places in the next freshman class.

### Admission-In-Transfer

Transfer admission applications are available to students who have successfully completed three or more transferable courses at a regionally accredited college or university. Transfer students must have a minimum cumulative grade point average of 3.0 to be considered for admission. Competitive applicants have a 3.3 to 3.7 cumulative grade point average. In 2004, the average cumulative grade point average for admitted transfer students was 3.57. Students are encouraged to finish one full year of studies before seeking admission-in-transfer.

Because a record of college achievement would not be available at the time of consideration, **first semester freshmen may not apply for admission to the term beginning in January.**

All candidates for admission-in-transfer should complete the Common Application, all Boston College Supplemental Application forms, and submit the \$65.00 application fee. All portions of the Transfer Application can be found in the Transfer Undergraduate Bulletin or on the transfer website at <http://www.bc.edu/admission/undergrad/transfer/>.

A Boston College Dean's Certification Form must be submitted for every undergraduate institution attended full-time by the applicant. Additional copies of this form may be obtained by calling the Boston College Transfer Office at 617-552-3295 or from BC's website.

Transfer students must also submit: an official high school transcript, official reports of standardized test scores, and official transcript(s) of all courses taken at other colleges and universities. Transcripts must be sent directly to Boston College by the sending institution. Transcripts issued to students and photocopies will not be accepted. The deadline for submitting applications is April 1 for the fall and November 1 for the spring. Fall candidates will be notified of action taken on their applications between April 15 and June 1. Spring candidates will be notified between November 30 and December 25.

Please consult the Undergraduate Admission Bulletin for additional information about admission-in-transfer.

### *Transfer of Credit*

The unit of credit at Boston College is the semester hour. Most courses earn three semester hours of credit. Lab sciences usually earn four semester hours of credit. In order to be eligible for Boston College transfer credit, courses must have earned at least three semester hours or an equivalent number of credits (e.g., four quarter hours).

No credit will be granted for internships, field experiences, practica, or independent study.

Grade point averages do not transfer with students. A new grade point average begins with the commencement of a student's career at the University, and reflects only work completed as a full time undergraduate at Boston College.

Courses taken during the summer prior to enrollment at Boston College should be approved in advance by the Office of Transfer

Admission to avoid difficulty in the transfer of credits. After enrollment at Boston College, all summer courses must be approved in advance by the appropriate deans.

**College courses taken during high school or the summer just following do not earn college credit but instead are considered for advanced placement.**

### Date of Graduation

Students generally may not accelerate the date of graduation stated in the acceptance letter, with the following exception: students who enter Boston College after three or four semesters at a school where the normal academic program is eight courses per year rather than ten, and who experience a loss of one semester in their status. If students have attended only one school prior to Boston College and the loss of status is due solely to differences between academic systems, students will be allowed to make up their status and graduate with their class. Any loss of status incurred by non-transferable courses may not be regained.

A transfer student's date of graduation is determined by the number of courses accepted in transfer and the number of Boston College semesters these courses satisfy. The normal academic load for undergraduates is five courses per semester (four for seniors). Thus, students are expected to have completed ten courses at the end of one year, twenty at the end of two years, etc. In determining a transfer student's date of graduation, leeway of two courses is allowed without loss of status. For example, students completing eight to ten transferable courses are accepted as first semester sophomores.

### Residency Requirements

There is a four-semester residency requirement. Students must spend four semesters as full-time students and complete a minimum of eighteen 1-semester courses to be eligible for the degree.

### Special Students

Only those persons who wish to be enrolled as full-time day students are admitted by the Office of Undergraduate Admission. All other students wishing to attend Boston College on a part-time basis, for either day or evening classes, should contact the Dean of the James A. Woods, S.J., College of Advancing Studies, Boston College, McGuinn 100, Chestnut Hill, MA 02467.

### Advanced Placement

Boston College participates in the Advanced Placement Program of the College Entrance Examination Board. Applicants interested in advanced placement should make arrangements to take the Advanced Placement examinations given by the CEEB in May of each year. The examinations may be taken during sophomore, junior, or senior year of high school. Official score reports must be sent directly to Boston College from the Educational Testing Service. Advanced placement is awarded in specific areas as noted below.

**NB:** Qualifying A.P. scores help students to place out of Core requirements, but students are not granted course credit. However, if a student earns a minimum of eighteen A.P. units, he/she may be eligible for Advanced Standing and graduate early. Students wishing to pursue this option should be in touch with their deans at the end of their first semester at Boston College. No decision on advanced standing will be made prior to this time.

**Arts:** Students receiving a score of 4 or more on the Art History or any of the Studio Art exams (Drawing, 2-D, 3-D) are considered to have fulfilled the Core requirement in Arts.

**Computer Science:** The A.P. exam in Computer Science does not fulfill Core requirements, however, elective equivalency will be earned with scores of 4 or 5.

**English:** Students receiving a 4 on the A.P. English Language exam are required to take one semester of the Literature Core requirement. Students receiving a 4 on the A.P. English Literature exam are required to take one semester of the Writing Core requirement. Students who receive a 5 on either English A.P. exam are considered to have fulfilled both the Literature and Writing Core requirements.

**History:** Students receiving a 4 or 5 on the A.P. exam in American History are considered to have fulfilled the American Civilization requirement for the History major. The A.P. exam in American History does not fulfill the History Core requirement of two European history courses. Students receiving a score of 4 or 5 on the A.P. exam in European History or World History are considered to have fulfilled the Core requirement in History.

**Human Geography:** The A.P. in Human Geography does not fulfill a Core requirement and is not an assigned elective credit as it does not match a course taught at Boston College.

**Mathematics:** Students receiving a score of 4 or 5 on the AB Calculus exam, or a 3 or more on the BC Calculus exam, are considered to have fulfilled the Core requirement in mathematics.

**Natural Science:** Students receiving a 4 or 5 on the A.P. exams in Biology, Chemistry, or Physics are considered to have fulfilled the Core requirement in Natural Science. Students receiving a 4 or 5 on the Environmental Science exam are considered to have fulfilled half of the Natural Science Core requirement.

**Social Science:** Students receiving a 4 or 5 on the A.P. exam in either U.S. Government and Politics, Comparative Government and Politics, Microeconomics, or Macroeconomics are considered to have fulfilled half the Social Science requirement. Students who have received a 4 or 5 on two of the preceding exams are considered to have fulfilled the Core requirement in Social Science for A&S and Nursing. Only micro and macro with 4 or 5 can fulfill the CSOM requirement. The Social Science core for LSOE cannot be fulfilled with these courses.

Qualifying scores on the Psychology A.P. exam do not fulfill any Core requirements at BC. A score of 4 or 5 on the A.P. Psychology examination can be substituted for PS 111 Introductory Psychology II, but students substituting an A.P. exam score for PS 111 are required to take an additional 200-level psychology course (for a total of four courses at the 200-level) to complete their major in Psychology.

**Statistics:** Students entering CSOM who have received a score of 4 or 5 on the A.P. Statistics exam are considered to have fulfilled the CSOM Statistics requirement.

**Arts and Sciences and CSOM Foreign Language Proficiency Requirement:** All students in the College of Arts and Sciences and Carroll School of Management must, before graduation, demonstrate proficiency at the intermediate level in a modern foreign language or in a classical language. The Lynch School of Education and the Connell School of Nursing do not have a language requirement.

In the College of Arts and Sciences students may demonstrate proficiency as follows:

- By successful completion of the course work for second semester intermediate level in a modern or classical foreign language or one course beyond the intermediate level.
- By achieving a score of 3 or above on the AP test or a score of 550 or better on the SAT II reading exam in a modern foreign

language. Students who entered prior to the fall of 2005-06 can demonstrate proficiency with a score of 3 or better on the AP exam or a score of 500 or better on the SAT II reading exam in a modern language.

- By achieving a score of 4 or above on the AP test or a score of 600 or better on the SAT II in a classical language.
- By having a native language other than English. The student should provide documentation of this native proficiency or be tested by the appropriate department.
- By passing one of the language tests given by the Boston College language departments (for languages other than Romance Languages).

Carroll School of Management students may demonstrate proficiency as follows:

- By successful completion of the course work for second semester intermediate level in a modern or classical foreign language or one course beyond the intermediate level.
- By achieving a score of 3 or above on the AP test or a score of 550 or better on the SAT II reading exam in a modern foreign language. Students who entered prior to the fall of 2005-06 can demonstrate proficiency with a score of 3 or better on the AP exam or a score of 500 or better on the SAT II reading exam in a modern language.
- By achieving a score of 4 or above on the AP test or a score of 600 or better on the SAT II in a classical language.
- By having a native language other than English. The student should provide documentation of this native proficiency or be tested by the appropriate department.
- By passing one of the language tests given by the Boston College language departments (for languages other than Romance Languages).
- By passing four years of high school language study (which need not be the same language, e.g., two years of Latin and two years of French would fulfill the language requirement).
- By taking one year of a new language or by completing two semesters of an intermediate level language if the Carroll School of Management student enters Boston College with three years of a foreign language.

Language courses will count as Arts and Sciences electives. Students with documented learning disabilities may be exempt from the foreign language requirement and should consult with the Associate Dean. Fulfillment of the proficiency requirement by the examinations listed above does not confer course credit.

### **International Baccalaureate (I.B.) Credit**

Students with Higher Level passing scores of 6 or 7 earn six credits (2 courses) in Boston College's curriculum. Students who have taken both A.P. and I.B. examinations do not receive credit/placement for both. Students who earn credit for I.B. examination scores do not also fulfill Core requirements through A.P. examination scores. Qualifying exam scores will be accepted for course credit and may also fulfill Core and/or major requirements. Official IB score reports must be forwarded to the Office of Undergraduate Admission for review.

### **AHANA Student Information**

AHANA is an acronym for African-American, Hispanic, Asian, and Native American students.

Fostering diversity is an important part of the University's educational mission. Boston College welcomes and encourages applications from students of all backgrounds and cultures.

The overarching aim of the Office of AHANA Student Programs is to promote the academic achievement of AHANA students at Boston College especially those who have been educationally disenfranchised. The services available include the following: tutorial assistance, academic advisement, individual and group counseling, tracking of academic performance, and career counseling. In addition to these services, the office assists AHANA student organizations in developing and implementing cultural programs. The Office of AHANA Student Programs is located at 72 College Road, 617-552-3358.

### **Options Through Education Program**

Sponsored by the Office of AHANA Student Programs, this six-week summer residential program has as its objective the goal of equipping 40 pre-freshmen, identified by the Admission Office as being at an educational and economic disadvantage, with the skills necessary to successfully negotiate Boston College's curriculum. At the core of the program's curriculum is a focus on imparting skills in English and mathematics. In addition, the program seeks to introduce its students to the diverse resources available at Boston College and in the greater Boston community.

### **International Student Admission**

International students are expected to submit the same credentials (transcripts, recommendations, SAT I and II, etc.) as United States applicants. All documents should be submitted in English. If the credentials must be translated, the original must be submitted along with the translation. All international students whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL) exam. A minimum score of 600 on the paper-based test, or 250 on the computer-based test is recommended. Students applying from British systems must be enrolled in an "A" level program to be considered.

### **FINANCIAL AID**

Boston College offers a variety of assistance programs to help students finance their education. The Office of Student Services administers federal financial aid programs that include Federal Stafford Loans, Federal Perkins Loans, and Federal Work-Study as well as need-based institutional undergraduate grant and undergraduate scholarship programs, and undergraduate state scholarship and loan programs.

Financial aid application materials generally become available in the Office of Student Services (Lyons Hall) each December for the following academic year. Students wishing to be considered for assistance from federal, state, or institutional sources must complete all required forms.

Most forms of assistance at Boston College, whether institutional, federal, or state, are awarded on the basis of financial need. Need is defined as the difference between the total expenses of attending Boston College and the calculated ability of the family to contribute towards those expenses. Students with the greatest financial need are given preference for most financial aid programs, and thus, tend to receive larger financial aid awards.

For more complete information on financial aid at Boston College, visit <http://www.bc.edu/offices/stserv/financial/finaid/>.

### **General Information**

It is the student's responsibility to know and comply with all requirements and regulations of the financial aid programs in which

they participate. Financial aid awards may be reduced or cancelled if the requirements of the award are not met. Students receiving a Federal Perkins Loan and/or a Federal Nursing Student Loan are expected to accept responsibility for the promissory note and all other agreements that they sign. Students must comply with all Federal Work-Study dates and deadlines.

All financial aid awards are made under the assumption that the student status (full-time, part-time, half-time, enrollment in the Woods College of Advancing Studies) has not changed. Any change in the student's status must be reported to the Office of Student Services as it can affect the financial aid award. Students receiving Federal Title IV funds are subject to the following withdrawal/refund process. The University and the student will be required to return to the federal aid programs the amount of aid received that was in excess of the aid "earned" for the time period the student remained enrolled. Students who remain enrolled through at least 60% of the payment period (semester) are considered to have earned 100% of the aid received and will not owe a repayment of Federal Title IV grant funds. If the University returns funds to the Title IV aid programs, it could result in the student owing Boston College charges that were originally paid at the time of disbursement. Students may also be required to return funds released to them for personal expenses. Monies will be returned to the Title IV programs and not to recipients. Monies returned to the Title IV aid programs will be applied first to loans to reduce the loan debt of the student and/or parent borrower.

In addition, all financial aid recipients must maintain satisfactory progress in their course of study. Satisfactory academic progress is defined by the dean of each school at Boston College. Students should check with their respective deans for this definition. If a student is not maintaining satisfactory academic progress, the student should consult with his or her dean to determine what steps must be taken to reestablish his or her status and, thus, eligibility to receive financial aid.

Financial aid recipients have the right to appeal their financial aid award. However, the student should understand that Boston College has already awarded the best financial aid package possible based on the information supplied. Therefore, any appeal made should be based on new, additional information not already included in the student's original application material. An appeal should be made by letter to the student's Financial Services Associate.

When applying for financial aid, the student has the right to ask the following:

- what the cost of attending is and what the policies are on refunds to students who drop out.
- what financial assistance is available, including information on all federal, state, local, private, and institutional financial aid programs.
- what the procedures and deadlines are for submitting applications for each available financial aid program.
- what criteria the institution uses to select financial aid recipients.
- how the institution determines financial need. This process includes how costs for tuition and fees, room and board, travel, books and supplies, personal and miscellaneous expenses, etc., are considered in the student's budget. It also includes what resources (such as parental contribution, other financial aid, student assets, etc.) are considered in the calculation of need.
- how much of the student's financial need, as determined by the institution, has been met. Students also have the right to request

an explanation of each type of aid, and the amount of each, in their financial aid award package.

- students receiving loans have the right to know what the interest rate is, the total amount that must be repaid, the length of time given to repay the loan, when repayment must start, and any cancellation and deferment provisions that apply. Students offered a Work-Study job have the right to know what kind of job it is, what hours are expected, what the duties will be, what the rate of pay will be, and how and when they will be paid. A student also has the responsibility to:
- pay special attention to his or her application for student financial aid, complete it accurately, and submit it on time to the right place. Errors can delay the receipt of the financial aid package.
- provide all additional information requested by either the Office of Student Services or the agency to which the application was submitted.
- read and understand all forms he or she is asked to sign, and keep copies of them.
- perform in a satisfactory manner the work that is agreed upon in accepting a Federal Work-Study job.
- know and comply with the deadlines for applications or reapplications for financial aid.
- know and comply with the College's refund procedures.
- notify the Office of Student Services and the lender of a loan (e.g., Federal Stafford Loan) of any change in name, address, or school status.
- complete the Entrance Interview process if he or she is a new loan borrower.
- complete the Exit Interview process prior to withdrawal or graduation.

### FIRST YEAR EXPERIENCE

The Office of First Year Experience was created in 1990 as a response to the perceived needs of universities to orient and monitor more effectively the progress of first year and transfer students. Research has strongly indicated that the initial experience and the first months of a student's matriculation are pivotal to overall success in college. The First Year Experience concept at Boston College has a dual focus. First, to introduce the new students to the resources of the University so that they might maximize the integration of their gifts and skills with the challenge afforded them at Boston College. Second, to assist in the inculturation process whereby these new students come to understand, appreciate, and act upon the uniqueness of Boston College as a Jesuit university in the Catholic tradition. The second stage is not seen as an exclusionary mark but rather as a foundational and guiding philosophy which underpins the efforts of all in the University community. The concept of "magis," for the greater, is seen as a way of understanding personal development and service to others as integral to our pursuit of excellence. This vision we call Ignatian.

The two elements of the First Year Experience practically come together in the first instance during the seven summer Orientation sessions which extend over three days and two nights. A student program runs concurrently with a parent/guardian program during each session.

During the student program, academic advising and registration of classes along with discussion of issues concerning diversity, alcohol, sexuality, service, learning resources, and the intellectual and spiritual life are discussed. The forums for discussion are designed in a more

interactive format with the assistance of carefully selected and trained Orientation Leaders who are upper class students and peers. The components of the program are developed to inculcate spirit about Boston College and an acquaintance with the University's values and its expectations for its students.

The parent/guardian program seeks to develop themes surrounding the issues of transition and adjustment which families will experience as a member enters college. Likewise, the issues of community standard surrounding alcohol, sex, diversity, and academic performance are addressed.

Once the academic year begins, First Year Experience has organized programs aimed at continuing support for first year students as they negotiate the beginning of their college career. "Conversations in the First Year," was created in 2004 to welcome students to the intellectual arena of Boston College. At orientation, students are given a book to read. The inaugural text was *Mountains Beyond Mountains*, by Tracy Kidder. In September, an academic convocation, filled with ritual, ideas, and conversation, will kick-off the academic year and the chosen text will be used in subsequent lectures, discussions, and courses. The program's motto is "go set the world aflame," Ignatius of Loyola's (founder of Jesuits) parting words to Francis Xavier who was carrying the Gospel to the East.

48HOURS is a retreat program open to all first year students who are interested in finding ways to take advantage of BC's intellectual, social, and spiritual resources. On this two-day retreat, participants will hear senior student leaders speak personally and openly about their own college experiences, focusing particularly on their first year ups and downs in regards to the topics of freedom and responsibility, the challenge of academics, co-curricular involvement, unexpected social pressures, and friends and relationships.

The Courage to Know: Exploring the Intellectual, Social, and Spiritual Landscapes of the College Experience (UN 201) is a Cornerstone Initiative seminar that introduces first year students to college life.

The Leadership Project: An immersion experience occurring over the spring break incorporating the process and practice of leadership with a generous heart. First Year students will explore what it means to serve, to be a leader, and to have a vocation in life.

In essence, First Year Experience is attempting to create what Ernest Boyer describes as the scholarship of engagement. It does so uniquely in the Jesuit tradition. It does it as a first rate academic institution interested in the development of character and leadership for a more just and humane twenty-first century.

## **SPECIAL PROGRAMS**

### ***Capstone Program***

The Capstone Program helps students to "cap off" their BC experience by a review of their BC education and a preview of their major life commitments after college. Capstone offers several integrative seminars each semester for seniors and second-semester juniors in all schools. The Capstone seminars address the struggle to integrate four crucial areas of life: work, relationships, society, and spirituality. Capstone seminars are taught by 25 faculty from 20 different schools and departments within Boston College and are limited to 15 to 20 students. All courses are listed between UN 500 and UN 599 in this catalog. For information, contact the Program Director, Fr. James

Weiss via email at james.weiss@bc.edu or see the University Courses section in this catalog. You may also reference the Capstone Program website at <http://www.bc.edu/capstone/>.

### ***Center for International Partnerships and Programs (CIPP)***

Each year more than 900 students spend either all or part of the year studying abroad. Boston College administers programs in Argentina, Australia, Belgium, Brazil, Canada, the Caribbean, Chile, China, Cuba, Denmark, Ecuador, El Salvador, England, France, Germany, India, Ireland, Israel, Italy, Japan, Korea, Mexico, Morocco, Nepal, the Netherlands, Norway, the Philippines, Poland, Russia, Scotland, South Africa, Spain, and Sweden. Students may also enroll at other approved universities abroad or in programs sponsored by American colleges and universities or independent organizations.

Contact: Marian B. St. Onge, CIPP; 617-552-3827, [marion.stonge@bc.edu](mailto:marion.stonge@bc.edu)

### **Argentina**

*Pontificia Universidad Catolica Argentina (Buenos Aires)*

Semester or full-year program at this excellent private institution located in downtown Buenos Aires. Offerings include arts and music, economics and business, law and political science, humanities, and communication. *Undergraduate and graduate.*

*Universidad Torcuato Di Tella (Buenos Aires)*

Semester or full-year program at one of Argentina's most prestigious private universities. Offerings include business, economics, political science, and international studies. *Undergraduate and graduate.*

### **Australia**

*Monash University*

Semester or full-year program in a suburb of Melbourne. *Undergraduate and graduate.*

*Murdoch University*

Semester or full-year program in Perth, Western Australia with offerings across the disciplines. *Undergraduate.*

*Notre Dame University*

Semester or full-year program at a small Jesuit university in Fremantle, Western Australia, with a wide range of courses. *Undergraduate and graduate.*

*University of Melbourne*

Australia's most distinguished research institutions located in the heart of the city. Semester or full-year program. *Undergraduate and graduate.*

*University of New South Wales*

Semester or full-year program in Sydney with broad offerings across the disciplines. *Undergraduate and graduate.*

### **Brazil**

*Pontifical Catholic University of Rio de Janeiro*

Semester or full-year program with course offerings in all disciplines. *Undergraduate and graduate.*

### **Canada**

*Queen's University*

Semester or full-year program in Ontario with course offerings in management, economics, humanities, social sciences, physical sciences, and education. *Undergraduate and graduate.*

### Chile

#### *Pontificia Universidad Catolica de Chile (Santiago)*

Semester or full-year program in Santiago at Chile's premiere Catholic university. Courses include humanities, social sciences, economics, education, business, and law. *Undergraduate and graduate.*

#### *Universidad Alberto Hurtado (Santiago)*

Semester or full-year program at a small, prestigious Jesuit institution. Good for social sciences, humanities, business, and pre-law. *Undergraduate and graduate.*

### China

#### *Hong Kong University of Science and Technology*

Semester or full-year program across the disciplines including excellent courses (taught in English) in sciences and business/management for CSOM students. *Undergraduate and graduate.*

#### *Jesuit Universities China Program*

Semester or full-year program in Beijing focusing on Chinese language, Chinese business and culture. Offers unique combination of study and firsthand experience. Course offerings also in history, philosophy, political science and sociology. *Undergraduate only.*

### Denmark

#### *Copenhagen Business School*

Semester or full-year programs for CSOM or economics students. *Undergraduate and graduate.*

#### *Copenhagen University*

Semester or full-year program with courses in humanities, social sciences, law, health science, natural science, and theology. *Undergraduate and graduate.*

### Ecuador

#### *Universidad San Francisco de Quito*

Semester or full-year programs for students with Spanish-language skills across the disciplines, including Latin American and environmental studies. *Undergraduate.*

### El Salvador

#### *Casa de la Solidaridad*

Semester program in San Salvador for students with intermediate Spanish proficiency. Combines academic coursework with service projects. *Undergraduate.*

### England

#### *Advanced Studies in England*

Semester program (with full-year option) in liberal arts for American students based in Bath and affiliated with University College, Oxford. *Undergraduate.*

#### *King's College*

Semester or full-year program in London with course offerings across the disciplines including an excellent pre-medical program. Graduate law program examines international and comparative law. *Undergraduate and graduate.*

#### *Lancaster University*

Semester or full-year program across the disciplines including excellent courses in the sciences for pre-medical students and in management for CSOM students. *Undergraduate and graduate.*

#### *London School of Economics*

Full-year program in social sciences, including economics, political science, and sociology. *Undergraduate and graduate.*

#### *Oxford University*

Full-year program for A&S students at Harris Manchester College, Mansfield College, St. Edmund Hall, and Pembroke College. *Undergraduate and graduate.*

#### *Queen Mary, University of London*

Semester or full-year program in London's vibrant and diverse East End for A&S students. *Undergraduate and graduate.*

#### *Royal Holloway, University of London*

Semester or full-year program with suburban, park land campus and a wide range of course offerings for A&S students. *Undergraduate and graduate.*

#### *School of Oriental and African Studies (SOAS), University of London*

Semester or full-year program in central London with specialist studies of Africa, Asia, and the Near and Middle East, including history, languages, politics, religion, and sociology. *Undergraduate and graduate.*

#### *University College London*

Semester or full-year program for A&S students at the University of London's top-ranked college in central London. *Undergraduate and graduate.*

#### *University of Liverpool*

Semester or full-year program across the disciplines including excellent courses in humanities, sciences, and management. *Undergraduate and graduate.*

### France

#### *BC in Paris—Beginner Track*

Semester or full-year program. Students will take French language and culture courses at the Institut de Langue et de Culture Françaises through the Institut Catholique and courses in American and British studies through the Institut Charles V. Curriculum is half in French and half in English. *Undergraduate and graduate.*

#### *BC in Paris—Advanced Track*

Semester or full-year program based in either the University of Paris or the Institut Catholique. Offers a wide range of disciplines. *Undergraduate and graduate.*

#### *Centre Sevres (Paris)*

Semester or full-year program in Paris offering excellent courses particularly in theology, philosophy, ethics, and art. *Undergraduate and graduate.*

#### *Sciences Po (Paris)*

Spring semester or full-year program in Paris at France's premiere institute for the study of political science, international studies, and business. *Undergraduate and graduate.*

#### *University of Strasbourg*

Semester or full-year exchanges with the Political Science and Management Institutes at Robert Schuman University as well as with the University Marc Bloch. *Undergraduate and graduate.*

### Germany

#### *Dresden University*

Spring semester or full-year program with course offerings across the disciplines. *Undergraduate and graduate.*

#### *Eichstatt Catholic University*

Spring semester or full-year program at a fine, small university located near Munich, with offerings in arts and sciences, business, and education. *Undergraduate and graduate.*

**Freie University (Berlin)**

Spring semester or full-year program at one of Berlin's most outstanding institutions with course offerings across the disciplines. Intensive pre-semester language program. *Undergraduate and graduate.*

**Humboldt University (Berlin)**

Spring semester or full-year program at one of the oldest and most distinguished universities in Germany with course offerings across disciplines. Intensive pre-semester language program. *Undergraduate and graduate.*

**Stuttgart/Heidelberg**

Spring semester program for qualified business students. Two-month intensive language program at the University of Heidelberg; students then move to Stuttgart to enroll in business courses at the University of Cooperative Education followed by a supervised internship. *Undergraduate.*

**Greece****University of Athens**

Semester or full-year program with course offerings in Modern Greek and English in a broad range of disciplines. *Undergraduate and graduate.*

**University of Thessaloniki**

Semester or full-year program with course offerings in Modern Greek and English in a broad range of disciplines. *Undergraduate and graduate.*

**Ireland****National University of Ireland Galway**

Semester or full-year program (fall or full year for A&S) with course offerings across the disciplines. A&S students must take an Irish Studies course at BC prior to departure. *Undergraduate and graduate.*

**National University of Ireland Maynooth**

Semester or full-year program in a campus environment outside of Dublin. A&S students must take an Irish Studies course at BC prior to departure. *Undergraduate and graduate.*

**Queen's University Belfast**

Semester or full-year program across the disciplines in Northern Ireland's most distinguished university. A&S students must take an Irish Studies course at BC prior to departure. *Undergraduate and graduate.*

**Trinity College Dublin**

Full-year program at one of Europe's oldest and most prestigious institution. Wide range of courses across all disciplines. Located in the center of Dublin. *Undergraduate and graduate.*

**University College Cork**

Fall semester or full-year program at one of Ireland's finest universities offering a broad selection of courses in a wide range of disciplines such as humanities, management, science, and law. A&S students must take an Irish Studies course at BC prior to departure. *Undergraduate and graduate.*

**University College Dublin**

Semester or full-year program at one of Ireland's outstanding universities with offerings across the disciplines. A&S students must take an Irish Studies course at BC prior to departure. *Undergraduate and graduate.*

**University of Ulster**

Semester or full-year program offering wide range of disciplines throughout the University's four campuses. *Undergraduate and graduate.*

**Israel****Hebrew University**

Semester or full-year program with the Rothberg International School in Jerusalem. *Undergraduate and graduate.*

**Italy****Bocconi University (Milan)**

Semester or full-year program in Milan for students with courses in English. *Undergraduate and graduate.*

**Gregorian University (Rome)**

Semester or full-year program in Rome for students with courses in English. *Undergraduate and graduate.*

**John Cabot University (Rome)**

Semester or full-year program for students with course offerings in English. *Undergraduate.*

**Intercollegiate Center for Classical Studies (Rome)**

Semester program in Rome for students in classics, history, archaeology, or art history. *Undergraduate.*

**Luiss Guido Carli (Rome)**

Semester or full-year program in Rome for students with courses in English. *Undergraduate and graduate.*

**University of Parma**

Semester or full-year program for students with courses in English. *Undergraduate and graduate.*

**University of Florence**

Semester or full-year program for students with courses in English. *Undergraduate and graduate.*

**Venice International University**

Semester or full-year program for students with courses in English. *Undergraduate and graduate.*

**Japan****Sophia University Tokyo**

Spring semester or full-year program with course offerings in English covering a wide range of disciplines. *Undergraduate and graduate.*

**Waseda University Tokyo**

Full-year program with course offerings in English covering a wide range of disciplines. Excellent courses in history and political science. *Undergraduate and graduate.*

**Korea****Sogang University Seoul**

Semester or full-year program offering a wide range of courses in Korean and English. Perfect for International Studies major/minor. Graduate level courses (International Studies) are available for BC undergraduate students. *Undergraduate and graduate.*

**Mexico****Iberoamericana University**

Semester or full-year program in Mexico City and Puebla for students with post-intermediate Spanish language skills. *Undergraduate.*

**Morocco****Al Akhawayn University**

Semester or full-year program in Ifrane at a new private English-language university. *Undergraduate.*

**Nepal****Center for Buddhist Studies at Kathmandu University**

Fall semester abroad focusing on studies in classic Indian and Tibetan Buddhist text and philosophy, Asian history, cultures, and languages. Highly recommended for students interested in comparative religion, theology, and philosophy. *Undergraduate and graduate.*

### The Netherlands

*Catholic University of Nijmegen*

Semester or full-year program in English literature and American Studies. *Undergraduate and graduate.*

*Leiden University*

Semester or full-year program offering a wide range of courses in English. *Undergraduate and graduate.*

*University of Amsterdam*

Semester or full-year program with English courses available campus-wide. *Undergraduate and graduate.*

### Norway

*University of Bergen*

Semester or full-year program with wide ranging curriculum in English. *Undergraduate and graduate.*

### The Philippines

*Ateneo de Manila University*

Fall semester program (or full-year by special arrangement) in English which combines coursework with a one-month service project. *Undergraduate.*

### Poland

*Jagiellonian University*

Semester or full-year program in politics, sociology, and Polish language, literature, and culture. *Undergraduate and graduate.*

### Russia

*BC Study Programs in Sankt-Peterburg*

Semester or full-year program focusing on Russian literature and language. *Undergraduate and graduate.*

### Scotland

*University of Glasgow*

Semester or full-year program in business, humanities, social sciences, fine arts, and law. *Undergraduate and graduate.*

*University of Stirling*

Semester or full-year program with course offerings across the disciplines, including excellent programs for students in communication and nursing. *Undergraduate and graduate.*

### South Africa

*Rhodes University*

Semester or full-year program of studies in Grahamstown for students across the disciplines. Excellent opportunities for service learning, pre-practicum for Education majors. *Undergraduate and graduate.*

*University of Cape Town*

Semester or full-year program of studies in Cape Town for students across the disciplines. *Undergraduate.*

### Spain

*BC in Madrid: Autonoma, Complutense, and Carlos III Universities*

Spring semester or full-year program offering liberal arts, sciences, humanities, business, law, and education. *Undergraduate and graduate.*

*ESADE*

Semester or full-year program in Barcelona for students of management or law. *Undergraduate and graduate.*

*Madrid Business Program: Universidad Pontificia Comillas*

Semester or full-year program for students with very strong Spanish language skills. *Undergraduate and graduate.*

*Universidad de Deusto*

Semester or full-year of study in Spain's Basque country on campuses in San Sebastian and Bilbao. *Undergraduate and graduate.*

*Universidad Pompeu Fabra*

Semester or full-year program in Barcelona offering courses in all disciplines. *Undergraduate and graduate.*

### Sweden

*Uppsala University*

Semester or full-year program in Sweden's elite university. Wide range of curricula in English. *Undergraduate and graduate.*

*Göteborg University*

Semester or full-year program in Sweden's second largest city offering a wide range of courses in English, including education, management, and social work. *Undergraduate and graduate.*

### Summer Programs

All summer programs are open to undergraduate and graduate students.

### Brazil

*Intensive Portuguese Language in Rio de Janeiro*

Five-week summer program introduces students to Brazilian culture with an intensive Brazilian Portuguese language program. Students also have the opportunity of getting involved in social service activities and projects.

### Costa Rica

Students will learn Latin American history, rural development, environmental law, and the rich culture of Costa Rica. Classroom lectures will be combined with field trips to allow students to more fully experience this diverse country.

### France

*Intensive Intermediate French in Paris*

Four-week summer program designed for students to complete a year of intermediate French. It will enable students to fulfill the BC foreign language requirement.

### Greece

*Tracing the Paths of Ancient and Modern Athens*

Three-week program designed to provide students with an in-depth understanding of the sites and museums of ancient Athens and its surroundings.

### Ireland

*Dublin Summer Internship Program*

Six-week business internship program in cooperation with the Center for Irish Management. Students are placed in local businesses, government agencies, law firms, and schools. *Undergraduate and graduate.*

### Italy

*Contemporary Catholic Ethics in Rome*

This course is team-taught by faculty from Boston College and the Gregorian University, a Jesuit institution that traces its origins to Ignatius of Loyola. In addition to lectures and discussions at the Gregorian, the program offers Italian language classes and field-trips in Rome and its environs as well as to Assisi.

### *Florence Summer Program*

A three-week program focusing on the Renaissance art and architecture in Italy. *Undergraduate.*

### *Parma Language Program*

This five-week intensive Italian language course for students entering the intermediate level of Italian will satisfy six credits and allow students to complete both levels of intermediate Italian.

### *Parma History Program*

This three-week history course will combine lectures with guided research in the State Archives of Parma.

### **Portugal**

*Democracy and Empire, Cascais, Portugal*

### *Political Science Symposium*

A three-week course in political science. The conference topic varies year to year. *Undergraduate and graduate.*

### **Russia**

*Russian Language and Culture Program*

An intensive program in Russian language and culture in Sankt Peterburg.

### **Spain**

*Madrid Art History program*

This course will cover a comprehensive view of the different characteristics and influences of Spanish Art History.

*Madrid Naturalmente: Spanish Language and Culture Program*

Intensive month-long language program for students with all levels of Spanish. *Undergraduate and graduate.*

### **Other Opportunities**

#### **M.B.A. Summer Experience**

International program for M.B.A. students. Destination varies from year to year. *Graduate.*

#### **Overseas Teaching Program**

Students perform elementary or secondary student teaching practicums abroad. *Undergraduate and graduate.*

#### **Presidential Scholars European Program**

This program focuses on contemporary European history and politics from the French perspective. *Undergraduate.*

#### **Volunteer Programs**

Short-term volunteer opportunities are available during vacation periods in Belize, Jamaica, Mexico, and Nicaragua. Contact: Ted Dziak, S.J. *Undergraduate and graduate.*

### **Exchange Program**

#### **Washington Semester Abroad**

This semester-long program is offered in cooperation with American University in Washington, D.C. Students are housed at American University and work in one of a number of government jobs arranged by the program's local directors. They also attend seminars and conduct a lengthy research project. Students completing this program receive one semester of academic credit. Interested students should contact the Dean, Andrea Defusco.

Visit the Center for International Partnerships and Programs for information about BC's international programs for undergraduates, graduates, and faculty as well as professional opportunities abroad.

### **Faculty and Staff Children Exchange Program (FACHEX)**

FACHEX is an undergraduate tuition remission program for children of full-time faculty, administrators, and staff at participating Jesuit colleges and universities. The program is administered through the Benefits Office and the Office of the Dean of Enrollment Management.

For Boston College employees, five consecutive years of full-time employment is required for establishing initial eligibility for the program. After conferring with the Benefits Office, parents and students should visit Boston College's FACHEX website at <http://www.bc.edu/fachex/> for information about participating colleges and universities and for details about how to apply for FACHEX at these institutions.

Employees should be aware, however, that FACHEX awards tend to be extremely limited in number and are highly competitive. As a result, there are no guarantees to the children of any given faculty or staff member that they will be able to utilize the FACHEX benefit at the institution of their choice.

Employees at other participating institutions should ask their respective Benefits Offices for information on requirements for eligibility. Parents and students should then visit the Boston College FACHEX website to view the necessary procedures and conditions for FACHEX applicants.

### **Preprofessional Programs**

#### **Prelaw Advising**

Boston College offers prelaw advising through the Career Center. The Bellarmine Law Academy (the student prelaw association) and the Boston College Career Center present a series of panels and workshops each year on different aspects of the legal profession and the law school admission process. Career advisors are available to meet individually with students interested in law as a career whenever questions or concerns arise. While no particular major is preferred by law schools, it is recommended that students include at least some of the following courses in their programs of study: logic, mathematics, law, public speaking, English (especially intensive writing courses), history, sociology, and political science. You can indicate your interest in receiving announcements of prelaw panels and activities by registering on-line or in the Office of Student Services for the prelaw program. For further information, contact the Career Center at 617-552-3430 and view the graduate school pages of the Career Center website at <http://career-center.bc.edu/>.

#### **Premedical/Predental Program**

Medical, dental, and veterinary schools welcome all good students, not just science majors. Thus, the student planning to pursue one of these careers may choose for his or her major field any one of the humanities, natural sciences, or social sciences. For more detailed information, visit <http://www.bc.edu/premed/>.

Health professions schools expect every serious applicant to be well grounded in the basic sciences and to be familiar, through practical experience, with laboratory techniques. For these reasons, most medical, dental, or veterinary schools require one year of the following:

- General Chemistry with lab
- Organic Chemistry with lab
- Introductory Biology with lab
- Physics with lab
- English

In addition, one year of mathematics is usually strongly recommended. Some medical schools require calculus. A few schools (particularly veterinary medical schools) have additional required courses, such as biochemistry.

### Three Year or Four Year Sequencing:

*Three Year Program:* Undergraduates who plan to enter medical/dental/veterinary school the fall after they graduate will need to complete all required courses (see above) by the end of their junior year. They, then, can file applications the summer before senior year. While simultaneously taking junior year course work, we recommend that students study for and take the Medical College Admissions Test (MCAT) at the end of spring semester (late April) of their junior year. Students taking the Dental Admissions Test (DAT) are encouraged to take it in early summer (May/June). In addition to the above, health professions graduate schools expect a high level of academic performance, significant exposure to the health field, and other meaningful experiences.

Clearly this is a good deal to accomplish in three years and, for this reason, increasing numbers of students choose the four year option below. Nevertheless, if you follow the three-year program and are a competitive candidate, you would be invited for interviews during the fall or early winter of your senior year. If accepted, you would begin graduate school in August/September after your graduation from BC.

*Four Year Program:* An increasing number of students at BC, and at other institutions, are applying to graduate schools in the health professions at the end of their senior year or even later. Students who delay their applications have the opportunity to pursue other interests and/or opportunities (e.g., study abroad, completing a thesis, minoring in a non-science discipline, volunteer work, and research) in a more leisurely fashion, thus potentially making them more attractive candidates. This is an option for students who have performed modestly during freshman year, since it may allow them to bring their grades into a more competitive range. The four year option also allows for more flexibility in terms of deciding when to take the entrance exams (MCAT, DAT). The average age for students beginning graduate schools in the health professions is approximately 25, and therefore, the majority of students do not enroll directly after graduating from college.

### Non-Science Majors: Program Options

A variety of options are available for non-science majors. They should plan their science and mathematics courses in relation to the courses required in their potential major. Introductory Biology (BI 200-202) is the biology course that students should take to fulfill health professions school requirements. General Biology Laboratory (BI 210-211) fulfills the Biology laboratory requirement. Several three- and four-year options appear below (Options A-E), but other sequences are possible.

#### Option A: Non-Science Majors—Three Year Option

##### Freshman Year

- Introductory Biology (BI 200-202)\*  
\*General Chemistry (CH 109-110) or its equivalent is a prerequisite or corequisite for Introductory Biology (BI 200-202)
- General Biology Lab (BI 210-211)
- General Chemistry (CH 109-110)\*\*  
\*\*or the honors chemistry courses, Principles of Modern Chemistry (CH 117-118), and Modern Chemistry Laboratory (CH 119-120) Both by invitation of the instructor only.
- General Chemistry Lab (CH 111-112)
- Calculus (MT 100-101)\*\*\*

\*\*\*or, if supported by AP exam or Mathematics Department's recommendation, Calculus II/Biostatistics (MT 101 and BI 230)

- English Core Requirement
- Electives/Core Courses

##### Sophomore Year

- Organic Chemistry (CH 231-232)
- Organic Chemistry Lab (CH 233-234)
- Possible Biology Elective
- Major Requirements
- Electives/Core Courses

##### Junior Year

- Introduction to Physics (PH 211-212)\*\*\*\*  
\*\*\*\*Foundations of Physics (PH 183-184) and its associated laboratory (PH 101-102) also fulfill health professions school requirements, but the Premedical Committee recommends Introduction to Physics (PH 211-212) and its associated lab (PH 203-204).
- Physics Lab (PH 203-204)
- Possible Biology Elective
- Major Requirements
- Electives/Core Courses

#### Option B: Non-Science Majors—Three Year Option

This option is the same as Option A above, except that mathematics (e.g., Calculus MT 100-101) is taken sophomore year along with Organic Chemistry (CH 231-232) and Organic Chemistry Lab (CH 233-234). This allows freshman year to be slightly less math/science oriented.

#### Option C: Non-Science Majors—Three Year Option

This option is the same as Option A above, except that Introductory Biology (BI 200-202) and General Biology Lab (BI 210-211) are taken sophomore year, along with Organic Chemistry. This option significantly lessens the freshman year course load, but makes sophomore year, with Organic Chemistry and Biology, quite demanding. Also, students may not know whether they are academically competitive until the end of their sophomore year.

#### Option D: Non-Science Majors—Four Year Option

In this program, students complete Option A during their first three years. During senior year, students have time to complete additional science electives, research, and any other projects of interest. Some recommended science electives include Biochemistry, Molecular Cell Biology, Genetics, and Physiology. Students can then apply to graduate schools in the health professions at the end of their senior year, and admissions committees have four (instead of three) years of work to evaluate. This option allows students to strengthen their candidacy before applying, thus increasing their chances for admission.

#### Option E: Non-Science Majors—Four Year Option

This option is especially appropriate for students who feel that their high school science/mathematics background is weak. Following this option, students take one required science course each year (see Option A above for course listings). Mathematics should generally be taken either freshman or sophomore year. Though this option allows students to ease into and spread out their premedical/pre dental course work, the potential disadvantages are the following: (1) Students may not know whether their grades are competitive until their third or fourth year at BC or (2) once enrolled in medical or dental school, stu-

dents must take many challenging science courses simultaneously each semester, so even a solid performance in Option E may not prepare them effectively for a rigorous graduate school curriculum.

### Science Majors: Program Options

#### Biology Majors

**B.S. Program:** The B.S. in Biology fulfills all of the core premedical/predental requirements listed above. The premedical/predental biology laboratory requirement is fulfilled by completing BI 310 Molecular Cell Biology Lab and BI 311 Genetics Lab during sophomore year. Therefore BI 210-211 General Biology Lab is optional for Biology majors.

**B.A. Program:** The B.A. program in Biology does not fulfill all of the premedical/predental requirements listed above. The B.A. in Biology only requires one semester of mathematics. In addition, the B.A. does not require Organic Chemistry (with lab) or Physics (with lab). To fulfill premedical/predental requirements, the B.A. Biology major must, therefore, take one full year of Organic Chemistry (with lab), Physics (with lab), and mathematics. The premedical/predental biology laboratory requirement is fulfilled by completing BI 310 Molecular Cell Biology Lab and BI 311 Genetics Lab during sophomore year. Therefore, BI 210-211 General Biology Lab is optional for Biology majors.

#### Recommended course sequences for Biology majors (B.A. and B.S.)

##### Freshman Year

- Introductory Biology (BI 200-202)\*
- \*General Chemistry (CH 109-110) or its equivalent is a prerequisite or corequisite for Introductory Biology (BI 200-202)
- General Chemistry (CH 109-110)\*\*
- \*\*or the honors chemistry courses Principles of Modern Chemistry (CH 117-118), and Modern Chemistry Laboratory (CH 119-120)-both by invitation of the instructor only
- General Chemistry Lab (CH 111-112)
- Calculus (MT 100-101)\*\*\*
- \*\*\*or, if supported by AP exam or the Mathematics Department's recommendation, Calculus II/Biostatistics (MT 101 and BI 230)
- English Core Requirement
- Electives/Core Courses

##### Sophomore Year

- Organic Chemistry (CH 231-232)
- Organic Chemistry Lab (CH 233-234)
- Molecular Cell Biology (BI 304)
- Molecular Cell Biology Lab (BI 310)
- Genetics (BI 305)
- Genetics Lab (BI 311)
- Electives/Core Courses

##### Junior Year

- Introduction to Physics (PH 211-212)
- Physics Lab (PH 203-204)
- Biology Electives
- Electives/Core courses

#### Biochemistry Majors

The requirements of the Biochemistry major at Boston College fulfill all of the core premedical/predental requirements outlined above. For a complete listing of the required courses for this major, refer to the appropriate program description in the Catalog and/or departmental website. Biochemistry majors fulfill their biology premedical laboratory

requirement by completing BI 310-311 Molecular Cell Biology and Genetics Laboratory during sophomore year therefore, BI 210-211 General Biology Lab is optional for Biochemistry majors.

#### Chemistry Majors

The requirements for the Chemistry major fulfill most, but not all, of the core premedical/predental/preveterinary requirements. There is no biology course required for the major therefore, most Chemistry majors take Introductory Biology (BI 200-202) and General Biology Laboratory (BI 210-211) during junior year. Calculus (Math/Science majors) MT 102-103 is the required mathematics sequence for Chemistry majors. For a complete listing of the required courses for the Chemistry major, refer to the program description in this Catalog or the department's website.

#### Advanced Placement

For specific information regarding advanced placement, contact the Premedical programs office at [premed@bc.edu](mailto:premed@bc.edu).

#### Further Information

Detailed Premedical advising packets are available in the Premedical office in Higgins 648. If you would like to speak with a staff member call 617-552-4663 or email [premed@bc.edu](mailto:premed@bc.edu).

#### Presidential Scholars Program

The Presidential Scholars Program is a university-wide, four-year co-curricular honors program that uniquely expresses the Jesuit heritage of Boston College. Approximately fifteen incoming freshmen are chosen each year from the top one to two percent of the national pool of students applying for Early Action admission to Boston College. Students are selected on the basis of superior academic achievement and promise, leadership potential, and a demonstrated commitment to service to society. The Program offers these extraordinary individuals the richest academic experience available at Boston College, one that encourages the pursuit of excellence both within and beyond the University walls.

In addition to enrollment in one of the University's several honors programs, during the academic year Scholars are introduced through an Evening Speaker series to leaders from a wide variety of fields, including the arts, business, education, government, law, medicine and social service, who share their experiences and insights on important issues facing contemporary society. These speakers serve as sources of information on educational and career possibilities; as role models for creating and balancing meaningful work, family, and community involvement; and as potential mentors. A complementary series of workshops (Leadership 101) offers advice and training in practical skills to help Scholars realize their personal and professional goals, including time management, resume development, interviewing skills, fellowship application, stress reduction, and others.

In the summers, Scholars are challenged to test and apply what they have learned at Boston College to the world beyond the campus by participating in experiential learning programs focusing on community service (after the first year), international study and travel (after the second year), and professional internship (after the third year).

Through this carefully balanced combination of academic rigor and co-curricular opportunities and challenges, the Presidential Scholars Program seeks to develop exceptional scholars and leaders for the Boston College community and far beyond.

### ***PULSE Program***

See a full description of The Pulse Program in the Philosophy Department or visit the Pulse website at <http://www.bc.edu/pulse/>.

### ***Reserve Officers Training Program***

#### **Air Force Reserve Officer Training Program**

Through a cross-enrolled program with Boston University, interested Boston College students may participate in the Air Force Reserve Officer Training Corps Program. Scholarships (full and partial) are available to qualified students for four, three, or two years and include tuition (full or partial), books, fees, and \$250.00 to \$400.00 per school month stipend depending on year in school. Freshmen and sophomores can compete for two- and three-year scholarships, some of which would cover full tuition. Others cover \$15,000.00 per academic year. Academic specialties for scholarships include any majors. All training, drills, and classes are held at the BU campus. Service obligations are one year for each scholarship year (active duty) while pilots are obligated for eight years active duty after completion of flight school. To obtain further information, contact Associate Dean for Student Development, D. Michael Ryan, 617-552-3470, or the Department of Aerospace Studies, Boston University, 617-353-4705.

#### **Army Reserve Officers Training Program**

The U.S. Army offers the Reserve Officers Training Corps (ROTC) program in cooperation with Northeastern University. Boston College students take most classes and the majority of training on the Chestnut Hill campus. Basic Course (freshmen/sophomore) classes are one hour per week. Advanced Course (junior/senior) classes are two hours per week and require additional lab work. Upon graduation, ROTC students receive a commission of Second Lieutenant in the U.S. Army.

#### **Scholarship and Financial Support**

Some four-year and a limited number of two- and three-year ROTC scholarships may be available for interested, qualified, selected students. A limited number of three- and four-year scholarships are available strictly for students in the Connell School of Nursing through the Partnership in Nursing Education program (617-552-4274). Advanced Course and scholarship students receive stipends of between \$250.00 to \$400.00 per school month, depending on the year in school. Scholarship students receive 100 percent tuition payment and \$600.00 annually for fees, books, supplies, and equipment. Boston College also awards additional incentives for ROTC scholarship students. For more details, contact the Department of Military Science Extension Center at Boston College, Carney Hall 025, 617-552-3230, or refer questions to the Associate Dean for Student Development, D. Michael Ryan, 617-552-3470.

#### **Navy Reserve Officer Training**

Qualified BC students may cross enroll in Navy Reserve Officer Training (and the Marine Corps Option) at Boston University. Three- and four-year programs exist with possible scholarships (full tuition, some books/fees expenses, but no room and board, with a \$250.00 to \$400.00 per school month stipend depending on year in school). All classes and drills are held at Boston University. Scholarship students incur an active duty service obligation. For further information, contact Associate Dean for Student Development, D. Michael Ryan, 617-552-3470 or the Department of Naval Sciences at Boston University at 617-353-4232.

#### **Marine Corps Platoon Leaders' Class**

Available in connection with the Marine Officers Selection Office, Boston, the PLC Program is open to qualified freshmen, sophomores, and juniors. No formal classes or training takes place during the academic year.

Students/candidates attend Officer Candidate School (Quantico, VA) training either in two 6-week sessions (male freshmen/sophomores) or one 10-week session (male and female juniors/seniors). Pay and expenses are received during training. No commitment to the USMC is incurred after OCS until a degree is awarded and a Second Lieutenant's commission issued. Service obligations are then three and a half years active duty or longer if aviation positions. Students/candidates may drop from the program at any time prior to commissioning. For more information, contact the Marine Officer Selection Office, Boston, at 1-888-753-8762.

### ***Undergraduate Research Fellowships Program***

The Undergraduate Research Fellowship Program enables students to gain firsthand experience in scholarly work by participating with a faculty member on a research project. Faculty members select students, and students receive a monetary award based upon the scope and duration of the project. Academic credit is not granted through the program. In the College of Arts and Sciences all full-time sophomores, juniors and seniors with a 3.4 or higher GPA are eligible, although a limited number of students may be supported each semester. Fellowships are also available for summer terms. Contact your Dean's Office for more information or inquire with faculty directly to express your interest in being involved in their research.

## **ACADEMIC INTEGRITY**

### **Policy and Procedures**

The pursuit of knowledge can proceed only when scholars take responsibility and receive credit for their work. Recognition of individual contributions to knowledge and of the intellectual property of others builds trust within the University and encourages the sharing of ideas that is essential to scholarship. Similarly, the educational process requires that individuals present their own ideas and insights for evaluation, critique, and eventual reformulation. Presentation of others' work as one's own is not only intellectual dishonesty, but also undermines the educational process.

### **Standards**

Academic integrity is violated by any dishonest act which is committed in an academic context including, but not restricted to the following:

**Cheating** is the fraudulent or dishonest presentation of work. Cheating includes but is not limited to:

- the use or attempted use of unauthorized aids in examinations or other academic exercises submitted for evaluation;
- fabrication, falsification, or misrepresentation of data, results, sources for papers or reports, or in clinical practice, as in reporting experiments, measurements, statistical analyses, tests, or other studies never performed; manipulating or altering data or other manifestations of research to achieve a desired result; selective reporting, including the deliberate suppression of conflicting or unwanted data;
- falsification of papers, official records, or reports;
- copying from another student's work;
- actions that destroy or alter the work of another student;

- unauthorized cooperation in completing assignments or during an examination;
- the use of purchased essays or term papers, or of purchased preparatory research for such papers;
- submission of the same written work in more than one course without prior written approval from the instructors involved;
- dishonesty in requests for make-up exams, for extensions of deadlines for submitting papers, and in any other matter relating to a course.

**Plagiarism** is the act of taking the words, ideas, data, illustrations, or statements of another person or source, and presenting them as one's own. Each student is responsible for learning and using proper methods of paraphrasing and footnoting, quotation, and other forms of citation, to ensure that the original author, speaker, illustrator, or source of the material used is clearly acknowledged.

**Other breaches of academic integrity include:**

- the misrepresentation of one's own or another's identity for academic purposes;
- the misrepresentation of material facts or circumstances in relation to examinations, papers, or other evaluative activities;
- the sale of papers, essays, or research for fraudulent use;
- the alteration or falsification of official University records;
- the unauthorized use of University academic facilities or equipment, including computer accounts and files;
- the unauthorized recording, sale, purchase, or use of academic lectures, academic computer software, or other instructional materials;
- the expropriation or abuse of ideas and preliminary data obtained during the process of editorial or peer review of work submitted to journals or in proposals for funding by agency panels or by internal University committees;
- the expropriation and/or inappropriate dissemination of personally-identifying human subject data;
- the unauthorized removal, mutilation, or deliberate concealment of materials in University libraries, media, or academic resource centers.

**Collusion** is defined as assistance or an attempt to assist another student in an act of academic dishonesty. Collusion is distinct from collaborative learning, which may be a valuable component of students' scholarly development. Acceptable levels of collaboration vary in different courses, and students are expected to consult with their instructor if they are uncertain whether their cooperative activities are acceptable.

## **Promoting Academic Integrity: Roles of Community Members**

### **Student Roles in Maintaining Academic Integrity**

Students have a responsibility to maintain high standards of academic integrity in their own work and thereby to maintain the integrity of their degree. It is their responsibility to be familiar with, and understand, the University policy on academic integrity.

Students who become aware of a violation of academic integrity by a fellow student should respond in one of the following ways:

- Students may discuss their concerns with the student whom they suspect of a violation. Direct contact by another student may be the best means of resolving the problem. Repeated demonstration of student concern for academic integrity will in the long run build a peer-regulated community.

- If the incident is a major violation or part of a repeated pattern of violations, students should bring their concerns to the attention of the instructor, or to the appropriate department chairperson or associate dean. Suspected violations by students reported to members of the faculty or to an associate dean will be handled according to the procedures set forth below.

Students who have serious concern that a faculty member is not living up to his or her responsibility to safeguard and promote academic integrity should speak with the faculty member directly or should bring their concern to the attention of the department chairperson or associate dean.

### **Faculty Roles in Fostering Academic Integrity**

Faculty members should provide students with a positive environment for learning and intellectual growth and, by their words and actions, promote conditions that foster academic integrity.

Faculty should be concerned about the impact of their behavior on students. Students are sensitive to messages communicated in informal discussions and in casual faculty remarks about personal decisions and value judgments. Students are perhaps most sensitive to how responsibly faculty members fulfill their obligations to them in the careful preparation of classes, in the serious evaluation of student achievement, and in their genuine interest in and availability to students.

Faculty should promote academic integrity in the following specific ways:

- At the beginning of each course, instructors should discuss academic integrity in order to promote an ongoing dialogue about academic integrity and to set the tone and establish guidelines for academic integrity within the context of the course, e.g., the extent to which collaborative work is appropriate. Where relevant, instructors should discuss why, when, and how students must cite sources in their written work.
- Instructors should provide students with a written syllabus that states course requirements and, when available, examination dates and times.
- Instructors are encouraged to prepare new examinations and assignments where appropriate each semester in order to ensure that no student obtains an unfair advantage over his or her classmates by reviewing exams or assignments from prior semesters. If previous examinations are available to some students, faculty members should ensure that all students in the course have similar access. Course examinations should be designed to minimize the possibility of cheating, and course paper assignments should be designed to minimize the possibility of plagiarism.
- Proctors should be present at all examinations, including the final examination, and should provide students with an environment that encourages honesty and prevents dishonesty.
- Faculty should be careful to respect students' intellectual property and the confidentiality of student academic information.
- Assignment of grades, which is the sole responsibility of the instructor, should be awarded in a manner fair to all students.

### **Academic Deans**

Academic deans have overall responsibility for academic integrity within their schools. In particular, deans' responsibilities include the following:

- promoting an environment where academic integrity is a priority

for both students and faculty,

- ensuring that students who are honest are not placed at an unfair disadvantage, and
- establishing procedures to adjudicate charges of academic dishonesty and to protect the rights of all parties.

### Procedures

In each school, a Committee on Academic Integrity with both faculty and student members is to be constituted annually.

When a faculty member determines that a student's work violates the standards of academic integrity, that faculty member should discuss the violation with the student. If the faculty member decides to impose a grading penalty, a letter of notification describing the incident and the grading penalty is to be sent to the student's class dean.

On receipt of such a notification the class dean will notify the student of the allegation and the grading penalty imposed by the faculty member. The student will be given an opportunity to respond to the faculty member's notification in writing. While a case is pending, the student may not withdraw from or change status in the course.

Each reported violation of the standards of academic integrity will be reviewed by the Committee on Academic Integrity of the student's school. In cases involving students from more than one school, or students in joint or dual degree programs, the Committees on Academic Integrity of the pertinent schools will cooperate in their review.

A board chosen by the chairperson of the Committee on Academic Integrity from the full Committee will be assigned to each case, with one of the faculty members as chairperson of the review board. The associate dean will serve as a non-voting administrative resource and will maintain the Committee's record of notifications and relevant materials.

The faculty member bringing the accusation and the student will be notified that the case is under review by the Academic Integrity Committee. The student will be given an opportunity to respond to the faculty member's notification letter in writing. The board at its discretion may interview any individual with knowledge pertinent to the case.

The board will decide a case by simple majority vote, and the associate dean will convey to the faculty member and the student the board's findings as to responsibility and recommended sanctions. The associate dean will compile a complete file of each case, to be kept confidential in the Dean's office. Files on students found not responsible will be destroyed.

Penalties for students found responsible for violations will depend upon the seriousness and circumstances of the violation, the degree of premeditation involved, and the student's previous record of violations. The committee may simply affirm the faculty member's penalty and issue the student a "warning," which will be kept in a confidential file in the Dean's Office until the student graduates and will not be reportable to professional schools or outside agencies, or it may recommend a different grading penalty and/or impose additional administrative penalties. Such penalties may include university probation, suspension, or expulsion, all of which become part of a student's academic record and are reportable to graduate/professional schools and outside agencies.

Appeal of the board's decision may be made by written request to the Dean of the school not later than ten days following notice of the board's decision, and the Dean's decision will be final.

## ACADEMIC REGULATIONS

Academic Regulations are effective from September of the academic year printed on the cover and binding of this Catalog except where a different date is explicitly stated. If, after a student has withdrawn from Boston College, there have been changes in the Academic Regulations, and if the student is subsequently readmitted to Boston College, the Academic Regulations in effect at the time of return apply.

### Academic Grievances

Any student who believes he or she has been treated unfairly in academic matters should consult with the chairperson of the undergraduate or graduate department or his or her associate dean to discuss the situation and to obtain information about relevant grievance procedures.

### Academic Record

A record of each student's academic work is prepared and maintained permanently by the Office of Student Services. While cumulative averages for academic majors are made available to undergraduate students who are currently enrolled, these averages are not maintained as part of a student's academic record. The student's semester averages and final overall cumulative average appear on the academic record.

No cumulative average is maintained for students in the Graduate School of Arts and Sciences.

**Note:** Students in Lynch School of Education Graduate Programs and the Connell Graduate School of Nursing who entered their degree program prior to June 1994 will not have a cumulative average maintained.

### Attendance

Students are expected to attend classes regularly, take tests, and submit papers and other work at the times specified by the professor on the course syllabus. Students who are absent repeatedly from class or practica will be evaluated by faculty responsible for the course to ascertain their ability to achieve the course objectives and to continue in the course. Professors may include, as part of the semester's grades, marks for the quality and quantity of the student's participation in class.

Professors will announce, reasonably well in advance, tests and examinations based on material covered in class lectures and discussions, as well as other assigned material. A student who is absent from class on the day of a previously announced examination including the final examination is not entitled, as a matter of right, to make up what was missed. The professor involved is free to decide whether a make-up will be allowed.

A student who is absent from class is responsible for obtaining knowledge of what happened in class, especially information about announced tests, papers, or other assignments.

In cases of prolonged absence the student or a family member should communicate with the student's associate dean as soon as the prospect of extended absence becomes clear. The academic arrangements for the student's return to classes should be made with the Associate Dean's Office as soon as the student's health and other circumstances permit.

### Absences for Religious Reasons

Any student who is unable, because of his or her religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination, or study or work requirement, and shall be provided with an opportunity to makeup such examination, study or work requirement that may have been missed because of such absence on any particular

day. However, such makeup examination or work shall not create an unreasonable burden upon the University. No fees will be charged and no adverse or prejudicial effects shall result to any student who is absent for religious reasons.

## **Audits**

### **Undergraduate**

Undergraduate students may not audit a course with the exception of undergraduates in the Woods College of Advancing Studies.

### **Graduate**

Students in the Graduate School of Arts and Sciences, Connell Graduate School of Nursing, Lynch School of Education, Carroll Graduate School of Management, Law School, and Graduate School of Social Work must consult with the professor of record and the Associate Dean's Office before they can audit a course. Woods Graduate College of Advancing Studies students may not audit courses.

After the drop/add period, graduate students who wish to change a course from credit to audit or audit to credit must consult with the professor of record and complete a Graduate Course Exception form to be submitted to the Associate Dean. Students in the Carroll Graduate School of Management may change a course from credit to audit but not audit to credit.

## **Candidacy: Doctoral**

A student attains the status of a doctoral candidate by passing the doctoral comprehensive or qualifying examination and by satisfying all departmental requirements except the dissertation. Doctoral candidates are required to register each semester and to pay for doctoral continuation until completion of the dissertation.

## **Comprehensive Examination: Doctoral**

Doctoral students, with the exception of students in the Graduate School of Social Work, are required to complete comprehensive examinations. Doctoral students in the Graduate School of Social Work are required to complete qualifying examinations. Student eligibility for taking the doctoral comprehensive or qualifying examination is determined by the department. Students should consult with their department about the nature of this examination and the time of administration.

Departments use the following grading scale to record comprehensive examinations: pass with distinction (PwD), pass (P), and fail (F); one of these three grades will be recorded on the student's transcript. A student who fails the doctoral comprehensive examination may take it once again not sooner than the following semester and at a time designated by the department. In case of a second failure, no further attempt is allowed.

During the semester in which students take the comprehensive examinations, they should register and pay for Doctoral Comprehensives (998).

## **Comprehensive Examination: Master's**

Candidates for Master's degrees in the Graduate School of Arts and Sciences, the Lynch School of Education Graduate Programs, and the Connell Graduate School of Nursing must pass a departmental comprehensive examination that may be oral, written, or both, as determined by the department. Each candidate should consult his or her major department to learn the time and nature of the comprehensive examination. Registration for comprehensives will take place

directly with the individual departments. Questions on the nature and the exact date of examinations should be directed to the department chairperson or Graduate Program Director.

The following grading scale is used: pass with distinction (PwD), pass (P), and fail (F). A candidate who fails the Master's Comprehensive Examination may take it only one more time. Students who have completed their course work should register for Interim Study (888) each semester until they complete their comprehensive examinations. Only the registration and the activity fees are charged during this period. No credit is granted.

## **Core Curriculum-Undergraduate University Core**

### **Requirements**

The following courses comprise the Core curriculum and are required for all students entering Boston College:

- 1 course in Writing
- 1 course in Literature—Classics, English, German Studies, Romance Languages and Literatures, Slavic and Eastern Languages
- 1 course in the Arts—Fine Arts, Music, Theater
- 1 course in Mathematics—For CSOM students, one semester of Calculus (MT 100 or higher) and one semester of Statistics (EC 151) are required.
- 2 courses in History—Modern History I and II
- 2 courses in Philosophy
- 2 courses in Social Sciences—Economics (EC 131 and EC 132 for CSOM), Political Science, Psychology, Psychology in Education (PY 030 and PY 031 are required for LSOE and acceptable in all schools), or Sociology
- 2 courses in Natural Science—Biology, Chemistry, Geology/Geophysics, Physics
- 2 courses in Theology
- 1 course in Cultural Diversity (PY 031 for LSOE)

The Connell School of Nursing curriculum satisfies the University's Cultural Diversity Core requirement.

The Cultural Diversity requirement may be fulfilled by an appropriate course taken to fulfill another Core requirement, a major requirement, or an elective.

Students are advised to select Core courses very carefully. Identification of Core courses can be determined by contacting the appropriate department head in the College of Arts & Sciences and by reference to each semester's Schedule of Courses.

## **Cross Registration**

### **Woods College of Advancing Studies**

All full-time undergraduate students are limited to one Woods College of Advancing Studies (WCAS) course each semester. Freshmen may not enroll in any WCAS course.

WCAS courses can be used to fulfill elective requirements. Students must check with the appropriate department if they intend to use a Woods College of Advancing Studies course to fulfill a Core or major requirement.

### **Boston Theological Institute**

Students who want to cross register through the Boston Theological Institute (BTI) should pick up a cross registration petition in Lyons Hall and return it with an authorization by the appropriate

date. Students are expected to consult with their advisor or department chairperson before cross registering. Graduate Theology majors may take up to half of their courses through BTI.

The following colleges and universities participate in the BTI cross registration program.

- Andover Newton School of Theology
- Boston University School of Theology
- Episcopal Divinity School
- Gordon-Conwell School of Theology
- Harvard Divinity School
- Holy Cross College (Greek Theology School)
- St. John's Seminary
- Weston School of Theology

### ***The Consortium***

Under a program of cross registration, sophomores, juniors, and seniors may take one elective course during each semester at Boston University, Brandeis University, Hebrew College, Hellenic College, Pine Manor College, Regis College, or Tufts University if a similar course is not available at Boston College. Cross registration forms are available in the Office of Student Services, Lyons Hall.

Graduate students, except law students, may cross register for one course each semester at Boston University, Brandeis, and Tufts. M.B.A. students are not permitted to register at Brandeis University and students in the Graduate Finance Program are not allowed to cross register at any of the universities. Cross registration materials are available in Lyons Hall.

Law school students may cross register for classes only at Boston University Law School and only if the course they wish to take at BU will not be offered at any time during the current academic year. Students wishing to cross register must see the Director of Academic Services for permission.

The Graduate Consortium in Women's Studies at Radcliffe is an inter-institutional enterprise established to advance the field of women's studies and enlarge the scope of graduate education through new models of team teaching and interdisciplinary study. Faculty and students are drawn from six member schools: Boston College, Brandeis, Harvard, Northeastern, MIT, and Tufts. Graduate students enrolled in degree programs at Boston College may with the permission of their department apply to Radcliffe to participate in this program. Registration forms will be mailed to accepted students.

### ***Graduate School of Social Work***

Under a program of cross-registration, juniors and seniors matriculated in the B.S.W. Program at Regis College and Sociology and Psychology majors at Stonehill College may take selected courses in the Graduate School of Social Work. For more information, see the Assistant Dean for Academic and Student Services in the Graduate School of Social Work.

### ***Dean's List***

The Dean's List recognizes the achievement of undergraduates semester by semester. The Dean's List classifies students in three groups according to semester averages: First Honors (3.700-4.000); Second Honors (3.500-3.699); Third Honors (3.300-3.499). In order to be eligible for the Dean's List, students must also earn 12 or more credits and receive a passing grade in all courses; students who have withdrawn or failed a course and students who have received an incomplete grade or a "J" grade (see Grading section) will not be eligible for the Dean's List.

### ***Degree Audit***

A degree audit is a computer-generated analysis that enables an undergraduate (except for Woods College of Advancing Studies) or law student and his or her advisor to assess the student's academic progress and unfulfilled requirements. The degree audit is a valuable tool for academic planning because it matches the courses that the student has taken with the requirements of his or her degree program or anticipated program. Students receive degree audits each semester prior to registration and have access to actual and simulated degree audits on Agora. Students are responsible for completing all the requirements listed on the degree audit prior to graduation.

### ***Degree with Honors***

Latin honors accompanying the degrees of Bachelor of Arts and Bachelor of Science are awarded in three grades according to the cumulative average. Summa cum laude, with Highest Honors, is awarded to the top 4.5 percent of the graduating class; magna cum laude, with High Honors, is awarded to the next 9.5 percent; and cum laude to the next 15 percent. These percentages are based on the student's overall cumulative average.

### ***Doctoral Continuation***

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay for Doctoral Continuation (999) during each semester of their candidacy. Students in Nursing, Education, and Graduate School of Social Work register for Doctoral Continuation after completing requirements for two or more semesters of dissertation-related course work.

### ***Enrollment Status***

#### ***Undergraduate Full-Time Enrollment Status***

The usual program for freshmen, sophomores, and juniors is five courses worth a minimum of three credits each semester and four or five courses each semester for seniors. Carroll School of Management freshmen take Introduction to Ethics, a one-credit, ten-week offering, as a sixth course during one semester of freshman year and Lynch School of Education freshmen take a one-credit Professional Development Seminar during the first semester of freshman year. University policy states that undergraduate students must be registered for at least four 3 credit courses per semester.

#### ***Undergraduate Part-Time Enrollment Status***

Visiting or special students may enroll in one, two, or three courses each semester through the Woods College of Advancing Studies. Additional courses require the Dean's approval.

#### ***Graduate Full-Time Enrollment Status***

Graduate full-time enrollment is as follows:

- Carroll Graduate School of Management—9 or more credits
- Connell Graduate School of Nursing—9 or more credits
- Graduate School of Arts and Sciences—9 or more credits
- Graduate School of Social Work—9 or more credits
- Law School—12 or more credits
- Lynch School of Education—9 or more credits
- Woods College of Advancing Studies—12 credits

Students completing degree requirements in their final semester may be given exceptions to the school minimum credit standard for full-time status by their academic dean.

All students are considered half-time with six credits.

The credit amounts listed above are used to determine a student's enrollment status for loan deferments, immunizations, medical insurance requirements, and verifications requested by other organizations.

All enrolled doctoral students in the Graduate School of Arts and Sciences and in the Carroll Graduate School of Management are considered full-time. Graduate students, excluding Graduate School of Social Work and Law School students, registered for less than a full-time course load may be considered full-time if they are Graduate Assistants for academic departments, Teaching Fellows, or Research Assistants. Graduate students are considered full-time if they are enrolled in a full-time Nursing Clinical Practica, Student Teaching Practica, or Internship. Graduate students registered for Interim Study, Thesis Direction, Doctoral Comprehensives, Qualifying Exam (School of Social Work), or Doctoral Continuation are considered full-time.

Courses also flagged as full-time are BI 801, ED 950, ED951, ED 988, EC 900, EC 901, HS 997, LL 856, NU 901, NU 902, PY 941, SW 929, SW 939, SW 949, SW 996, and SW 997.

### **External Courses—Undergraduate**

After admission to Boston College, the only courses that a student may apply towards a degree will be those offered at Boston College (through the Carroll School of Management, College of Arts and Sciences, Lynch School of Education, and Connell School of Nursing) in a regular course of study during the academic year. Any exceptions to this rule must be approved in writing by the Associate Dean before the courses are begun. Exceptions may be granted by the Associate Dean for official cross-registration programs, the International Study program, certain special study programs at other universities, courses in the Woods College of Advancing Studies, and summer school courses including those taken at Boston College's Summer Session.

A student must earn a grade of C- or better to receive credit for any course taken at another university. In some instances, the Associate Dean may stipulate a higher grade. After the course has been completed, the student should request that the registrar at the host university forward an official transcript to the Office of Student Services at Boston College.

### **Final Examinations**

The final examination schedule for most courses is set before classes begin; it is available to the public and students are responsible for consulting it. A student who misses a final examination is not entitled, as a matter of right, to a make-up examination except for serious illness and/or family emergency. No student should make travel arrangements to return home which are at odds with his or her examination schedule. Students who schedule a departure without so clearing their schedules risk failure in the final examination.

Courses with multiple sections may have common departmental final examinations at a date and time determined by the Office of Student Services. Students with three final examinations scheduled for the same day are entitled to take a make-up exam at a later date during exam week. If one of the three exams is a common departmental exam, this is the exam that is taken at the later date.

In the Graduate School of Arts and Sciences, seminars and teacher-training courses may or may not have a semester examination at the discretion of the instructor. Semester examinations are given in all other courses.

### **Foreign Language Requirement—Undergraduate**

All students in the College of Arts and Sciences and Carroll School of Management must, before graduation, demonstrate proficiency at the intermediate level in a modern foreign language or in a classical language. The Lynch School of Education and the Connell School of Nursing do not have a language requirement.

In the College of Arts and Sciences students may demonstrate proficiency as follows:

- By successful completion of the course work for second semester intermediate level in a modern or classical foreign language, or one course beyond the intermediate level.
- By achieving a score of 3 or above on the AP test or a score of 550 or better on the SAT II reading exam in a modern foreign language. Students who entered prior to the fall of 2005-06 can demonstrate proficiency with a score of 3 or better on the AP exam or a score of 500 or better on the SAT II reading exam in a modern language.
- By achieving a score of 4 or above on the AP test or a score of 600 or better on the SAT II in a classical language.
- By having a native language other than English. The student should provide documentation of this native proficiency, or be tested by the appropriate department.
- By passing one of the language tests given by the Boston College language departments (for languages other than Romance Languages).

Carroll School of Management students may demonstrate proficiency as follows:

- By successful completion of the course work for second semester intermediate level in a modern or classical foreign language, or one course beyond the intermediate level.
- By achieving a score of 3 or above on the AP test or a score of 550 or better on the SAT II reading exam in a modern foreign language. Students who entered prior to the fall of 2005-06 can demonstrate proficiency with a score of 3 or better on the AP exam or a score of 500 or better on the SAT II reading exam in a modern language.
- By achieving a score of 4 or above on the AP test or a score of 600 or better on the SAT II in a classical language.
- By having a native language other than English. The student should provide documentation of this native proficiency, or be tested by the appropriate department.
- By passing one of the language tests given by the Boston College language departments (for languages other than Romance Languages).
- By passing four years of high school language study (which need not be the same language, e.g., two years of Latin and two years of French would fulfill the language requirement).
- By taking one year of a new language or by completing two semesters of an intermediate level language if the Carroll School of Management student enters Boston College with three years of a foreign language.

Language courses will count as Arts and Sciences electives. Students with documented learning disabilities may be exempt from the foreign language requirement and should consult with the Associate Dean. Fulfillment of the proficiency requirement by the examinations listed above does not confer course credit.

### *Woods College of Advancing Studies*

Woods College of Advancing Studies students must demonstrate proficiency at the intermediate level in a foreign language or pursue two foreign literature in English translation courses.

### **Foreign Language Requirement—Graduate**

In the Graduate School of Arts and Sciences each department shall decide the extent and nature of the language requirements for its students. Nursing students in the doctoral program must demonstrate proficiency in at least one language other than English or demonstrate computer literacy through completion of required courses.

### **Good Standing**

#### *Undergraduate*

To continue enrollment in a full-time program of study, a student must ordinarily maintain a cumulative average of at least 1.667 (1.5 in Management and 1.5 for the first three years in Arts and Sciences) as the minimum standard of scholarship and must not fall more than two courses behind the total number of courses a student of their status is expected to have completed (five courses each semester in the first three years and four each semester in senior year with the exception of Nursing where students take four courses in the first semester freshman year and four courses in the second semester senior year). Any student who is permitted by the deans to continue enrollment in a full-time undergraduate program is considered to be in good standing.

Students in the Lynch School of Education must complete all methods courses, at least eight courses in their other major, and must have at least a 2.5 GPA to be eligible for a practicum (full-time student teaching senior year). Students in the Connell School of Nursing must complete all nursing courses successfully and have a cumulative grade point average of 2.0 or higher in nursing courses.

Failure to maintain good standing either through a low cumulative average, by incurring deficiencies including failures, withdrawals, or unapproved underloads, or by being unsafe in the nursing clinical area will result in the student's being placed on probation, or being required to withdraw, as the Academic Standards Committee or the Dean shall determine.

Unless the student returns to good standing by the approved methods or if the student incurs additional failures or withdrawals, or carries an unapproved underload while on probation, then the student will be required to withdraw from the School at the time of the next review.

#### *Graduate*

In the Graduate School of Arts and Sciences, a student who receives a grade of C in more than ten or F in more than eight semester hours of course work may be required to withdraw from school.

In the Connell School of Nursing, students in the Ph.D. program must maintain a grade point average of 3.0. A grade of C or lower in any course or a GPA below 3.0 is cause for academic review. Students in the Master's program must maintain a grade point average of 3.0. If the GPA falls below 3.0 the student will be on academic review. Students who receive a grade of F in three or more credits or a grade of C in six or more credits will also be placed on academic review. Academic review may result in recommendations that course work be repeated, that the student be placed on academic probation, or that the student be dismissed from the program.

In the Graduate School of Social Work, a student is expected to maintain a minimum cumulative average of 3.0 and, when applicable,

satisfactory performance in field education. Failure to maintain either of these requirements will result in the student's being placed on probation or being required to withdraw. A grade of F in a required course may be grounds for review by the Academic Standards Review Committee and possible dismissal from the Graduate School of Social Work.

In the Lynch School of Education Graduate Programs, a student who receives a grade of C in two courses (six semester hours) or a grade of F in an elective course (three semester hours) may be reviewed by the Academic Standards Committee and put on academic probation. A subsequent grade of C or F in an elective course may be grounds for dismissal from the Lynch School. A grade of F in a required course may be grounds for review by the Academic Standards Committee and possible dismissal from the Lynch School.

In the Law School, a student must maintain a cumulative average of at least 2.0, measured at the end of each academic year, as well as receive a 2.0 average for each year's work to remain in good academic standing. Students whose grade point averages fall below 2.0 for an academic year are subject to exclusion. In addition, students must receive a passing grade (D or better) in all first year courses as a requirement for graduation.

In the Carroll School of Management, an M.B.A., M.S. in Finance or M.S. in Accounting student must maintain a cumulative average of 2.67 or higher in their course work to be eligible to graduate. M.B.A. students who receive grades of C or less in five courses are subject to review by the Academic Review Board and may be required to withdraw from the program. M.B.A. students who receive three or more Fs are automatically dropped from degree candidacy. M.S. in Finance and M.S. in Accounting students who receive grades of C or less in three courses are subject to review by the Academic Review Board and may be required to withdraw from the program. M.S. in Finance and M.S. in Accounting students who receive two or more Fs are automatically dropped from degree candidacy. Doctoral students should review the Ph.D. academic manual for grading procedures.

### **Grading**

#### *Undergraduate*

The grading system consists of twelve categories, as follows: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F. A is excellent; B is good; C is satisfactory; D is passing but unsatisfactory; F is failure.

Students who withdraw from a course after the drop/add period will receive a grade of W. The grade of W is not included in the calculation of the grade point average.

Students in the Connell School of Nursing must achieve a grade of C- or higher in nursing courses, or they will be required to retake the course.

With the approval of the Associate Dean of their school or college, students may be permitted to take courses for enrichment. These courses are normally taken in the summer. Courses approved for enrichment only, may, with the approval of the relevant department, go toward fulfilling a Core, major, or minor requirement. However, grades for courses taken for enrichment are not computed into the cumulative average and are not counted toward the total course or credit requirement for graduation.

A student's cumulative average is comprised of courses taken at Boston College or those courses specifically approved by the Associate Dean. The cumulative average does not include courses accepted in transfer including courses accepted in transfer from the Woods College of Advancing Studies. Information about a course failed remains on the

student's record and 0.0 is still computed into the grade point average even if the course is repeated with a passing grade; the later grade is also computed into the grade point average.

Grades will be posted on Agora at the close of each semester. Any student who believes there is a grade discrepancy on a semester grade report should resolve the discrepancy within the first six weeks of the following semester.

### Graduate

In each graduate course, in which a student is registered for graduate credit, with the exception of those noted below, the student will receive one of the following grades at the end of the semester: A, A-, B+, B, B-, C, F, W, J, U, P or I. The high passing grade of A is awarded for superior work. The passing grade of B is awarded for work that clearly is satisfactory at the graduate level. The low passing grade of C is awarded for work that is minimally acceptable at the graduate level. The failing grade of F is awarded for work that is unsatisfactory.

Students in the Law School may receive grades of C+, C- and D. The grade of A or A- is awarded for exceptional work which demonstrates a superior level of academic accomplishment in the area of study. The grades of B+, B and B- are awarded for good work, which demonstrates achievement of a level of academic accomplishment above that expected of a minimally competent graduate of an accredited American law school. The grades of C+ and C are awarded for competent work, which demonstrates achievement of a level of academic accomplishment expected of a minimally competent graduate of an accredited American law school. The grades of C- and D may be awarded for unsatisfactory work, which does not demonstrate achievement of the minimum level of competence expected of any graduate of an accredited American law school, but which demonstrates enough potential for improvement that the student could reasonably be expected to achieve such a level by conscientious study.

In the Graduate School of Social Work doctoral program and the Woods Graduate College of Advancing Studies, graduate credit is granted for courses in which the student receives a grade of A, A-, B+, or B. No degree credit is granted for a course in which a student receives a grade of B- or below.

A pass/fail option is available for a limited number of courses, as stipulated by the School. A U grade is recorded for ungraded courses such as doctoral continuation.

### Grading Scale

In computing averages, the following numerical equivalents for the twelve (12) letter grades are used:

- A 4.00
- A- 3.67
- B+ 3.33
- B 3.00
- B- 2.67
- C+ 2.33
- C 2.00
- C- 1.67
- D+ 1.33
- D 1.00
- D- .67
- F .00
- P No effect on GPA
- U No effect on GPA

## Incomplete and Deferred Grades

### Undergraduate/Graduate

All required work in any course must be completed by the date set for the course examination. A student who has not completed the research or written work for a course taken in the fall or spring semester or is absent from the course examination in either semester, may, with adequate reason and at the discretion of the instructor, receive a temporary grade of Incomplete (I). All such I grades will automatically be changed to F on March 1 for the fall, August 1 for the spring, and October 1 for the summer.

A J grade is recorded when the grade is deferred. A faculty member may assign a grade of J for courses that continue beyond the normal semester period. Such courses may include Internship, Dissertation Direction, and Student Teaching.

### Graduate

The Graduate School of Social Work requires that a student, having obtained permission from the course instructor, may request to extend an Incomplete for more than 30 days after the original exam/paper deadline. The student must submit a designated explanatory form to the Chairperson of the Academic Standards Review Committee. A Graduate School of Social Work student, who fails to remove an I within the 30 days or to secure the extension form from the respective faculty member, will receive an F for the course.

A Law School student who receives an Incomplete must arrange with the professor to satisfy the course requirements within one semester. An Incomplete becomes an F if the I is not removed within the stated time.

Except in the Carroll Graduate School of Management and the Graduate School of Social Work, students with graduate assistantships may not carry any incompletes.

## Pass/Fail Electives—Undergraduate

Sophomores, juniors and seniors may enroll in a non-major, non-minor, or non-Core course on a pass/fail basis anytime during the registration period. Pass/fail choices cannot be made subsequent to the drop/add period.

No more than one pass/fail course may be taken in any semester. No student may take more than six pass/fail courses for credit toward a degree.

Any language courses taken before the language proficiency requirement is fulfilled may not be taken on a pass/fail basis. No student may take Carroll School of Management or Woods College of Advancing Studies courses on a pass/fail basis. No Carroll School of Management student may take a College of Arts and Sciences requirement (including Core or Carroll School of Management curriculum requirements) pass/fail.

## Pass/Fail—Graduate

A P has no effect on the GPA, but if the student fails the course, the F is calculated into the GPA. Field Education in the Graduate School of Social Work is graded on a pass/fail basis. A pass/fail option is available for a limited number of other courses when approved by the Associate Dean's office. Connell Graduate School of Nursing students enroll in NU 810, NU 811, NU 812, NU 813, NU 901, and NU 902 on a pass/fail basis. Graduate students in the Law School and the Lynch School of Education may not take courses pass/fail unless the entire course has been designated a pass/fail course. IREPM students should

contact the Institute of Religious Education and Pastoral Ministry. Students in the Graduate School of Arts and Sciences, Carroll Graduate School of Management, and Woods Graduate College of Advancing Studies may not take courses counting toward the degree pass/fail.

### Grade Change

Grade changes should be made only for exceptional reasons. For all students, the grades submitted by faculty at the end of each semester are considered final unless the faculty member has granted the student an Incomplete to provide time to finish his or her course work. Such Incompletes should only be granted for serious reasons, e.g., illness, and only when the student has been able to complete most of the course work but is missing a specific assignment, e.g., a final paper, an examination, etc. Incompletes are not to be granted to allow the student to complete a major portion of the course work after the end of the semester.

### Graduation

The University awards degrees in May, August, and December of each year, although commencement ceremonies are held only in May. Students who have completed all requirements for the degree before a specific graduation date are eligible to receive the degree as of that date. A diploma will not be dated before all work is completed.

In order to ensure timely clearance, all students who plan to graduate should confirm their diploma names on-line at <http://agora.bc.edu/> by the following dates:

- Last day of drop/add in January
- August 15
- November 15

### Internal Transfers

Matriculated students wishing to transfer from one undergraduate college to another within Boston College should contact the Associate Dean's Office of the school to which admission is sought. Students may apply at the end of their freshman year.

Students applying for internal transfer will ordinarily be expected to have a cumulative average of at least 3.0 with no deficiencies. All students must complete at least 3 (4 in Lynch School of Education and Connell School of Nursing) semesters of full-time study after the transfer. Previous enrollment will not satisfy this requirement.

Applications are normally submitted to the Associate Dean by the last class day of the previous semester.

### Leave of Absence—Undergraduate

A student in good standing who desires to interrupt the usual progress of an academic program may petition for a leave of absence. The process begins in the Associate Dean's Office and will be extended for no more than one year, although petition for renewal is possible. Students on leave of absence may not take courses to advance their status at Boston College without obtaining prior approval from the Associate Dean. Students may not participate in extracurricular activities while on a leave of absence.

To assure re-enrollment for a particular semester following a leave of absence, students must notify their Associate Dean's Office at least six weeks in advance of the start of the registration period.

Returning students may elect to apply for admission to the Woods College of Advancing Studies.

### Leave of Absence—Graduate

Master's students who do not register for course work, Thesis Direction, or Interim Study in any given semester must request a leave of absence for that semester. Leaves of absence are not usually granted for more than two semesters at a time. Students may obtain the Leave of Absence Form on-line at <http://www.bc.edu/studentservices/> and submit it for the Associate Dean's approval.

Leave time will normally be considered a portion of the total time limit for the degree unless the contrary is decided upon initially between the student and the Associate Dean. In the Law School a student must graduate within four years of matriculation unless this time is extended for good cause by the school's Academic Standards Committee.

Students must file the re-admission form with the Associate Dean's Office at least six weeks prior to the semester in which they expect to reenroll. The appropriate Associate Dean's Office will make the decision on the readmission application. The decision will be based on a consideration of the best interests of both the student and the University.

Students requesting readmission to the Graduate School of Social Work must contact the Director of Social Work Admissions at least one semester before their intended return to insure appropriate class and field placement. The readmission decision will include a review of the student's prior academic and field performance, the length of his or her absence, current admission policies, enrollment and changes in the program or degree requirements that may have taken place during the period of absence. The decision will be based on a consideration of the best interests of both the student and the University.

The conditions for leaves of absence and re-admission as noted for the Master's Program are also applicable to the Doctoral Program. Leaves of absence for students on Doctoral Continuation are rarely granted.

### Majors, Minors, and Concentrations

#### *Majors*

A major is a systematic concentration of at least ten courses taken in a given academic discipline that enables a student to acquire a more specialized knowledge of the discipline, its history, its methodologies and research tools, its subfields, and the areas of concern in which the discipline is presently involved. This is done by means of a hierarchical sequence of courses or appropriate distribution requirements.

At Boston College, undergraduate majors are available in the following fields: American Heritages (LSOE), American Studies (WCAS), Art History, Biochemistry, Biology, Chemistry, Classics, Communication, Computer Science, Corporate Systems, Criminal and Social Justice (WCAS), Early Childhood Education (LSOE), Elementary Education (LSOE), Economics, English, Environmental Geosciences, Film Studies, French, Hispanic Studies, Perspectives on Spanish America (LSOE), Human Development (LSOE), Information Technology (WCAS), Geology and Geophysics, German Studies, History, International Studies, Italian, Linguistics, Mathematics, Math/Computer Science (LSOE), Music, Nursing (CSON), Philosophy, Physics, Political Science, Psychology, Russian, Secondary Education (LSOE), Slavic Studies, Social Sciences (WCAS), Sociology, Studio Art, Theater, and Theology.

An Independent or Interdisciplinary major, involving courses from several departments, is also available under certain conditions for students whose needs cannot be satisfied by the offerings of a single depart-

ment. A student may choose more than one major, but in each must fulfill the minimum requirements set by the department and the school.

### **Minors**

#### **College of Arts and Sciences**

Some departments offer a minor for students who wish to complement their major with intensive study in another area. A departmental minor consists of six or seven courses. These must include one introductory level course and at least one upper-level course or seminar.

Departmental minors are available in the departments of Chemistry, Computer Science, Economics, Fine Arts, French, Geology and Geophysics, German, History, Hispanic Studies, Italian, Mathematics, Music, Philosophy, Physics, Romance Languages, Russian, Sociology, and Theology.

Interdisciplinary minors in the College of Arts and Sciences must consist of six courses and must include either a required introductory course or a concluding seminar or project. (Note: Some programs require both.) The list and description of the interdisciplinary minors is available in the College of Arts and Sciences section of this Catalog. Students choose courses for the minor in consultation with the director of the department's minor program.

Students carrying a double major are advised not to minor.

#### **Lynch School of Education**

Lynch School majors and students in the College of Arts and Sciences may minor in Special Education or Health Science. Some Lynch School Elementary and Secondary Education majors are eligible to minor in Middle School Mathematics Teaching.

Further information on these four minors is available in the Lynch School of Education section of the University Catalog.

#### **Carroll School of Management**

Students in the Carroll School of Management may select any minor offered by the College of Arts and Sciences. The minor in Organization Studies-Human Development, offered in conjunction with the Lynch School of Education, is available to CSOM students who have interests in developmental or educational psychology or in the social service professions.

CSOM students only may pursue an International Studies for Management minor. Students choose a country, or an area (e.g., the European Community), study or intern for at least one semester (or equivalent) at a university in that country, and take five international courses. Full details are available from the Associate Dean's Office.

### **Concentrations**

#### **Undergraduate Carroll School of Management (CSOM)**

Concentrations, or areas of specialization, are required for students earning degrees from Carroll School of Management and are available to Carroll School of Management students only. Most concentrations require four courses beyond the Core. However, some require five. Students must complete a concentration in one of the following areas: Accounting, Accounting and Information Technology, Computer Science, Corporate Reporting and Analysis, Economics, Finance, General Management, Human Resources Management, Information Systems, Marketing, or Operations and Technology Management. Students declare a concentration second semester sophomore year or during the junior year.

### **Graduate**

Concentrations are offered in selected graduate programs. See the individual school sections for further information.

### **Overloads**

Students who have earned in a full course load at least a 3.0 overall average or a 3.0 average in the semester immediately prior to the one for which the overload is sought may register for a sixth course. Students should register on-line for the sixth course during the first week of class and must notify the Associate Dean by the sixth week of classes whether they wish to drop the course.

Students whose averages are between 2.0 and 3.0 may, under exceptional circumstances, be allowed by an associate dean to enroll in a sixth course. Students are not permitted to take a sixth course in their first semester at Boston College.

Overload courses taken for acceleration will carry an extra tuition charge. This includes fifth courses taken during senior year.

Students in a Woods College of Advancing Studies degree program take a maximum course load of three courses per semester. One course may also be taken during May-June and one during Summer Session. Authorization for one additional course will be given only if a student has completed three courses in the previous semester, each with a grade of B- or above. Courses taken without reference to this regulation do not advance a student's degree program.

### **Readmission**

Students who desire readmission should initiate the process in the Office of the Associate Dean of their school or college. Applications for readmission should be made at least six weeks before the start of the semester in which the former student seeks to resume study.

The appropriate Associate Dean's Office will make the decision on the readmission application. The decision will be based on a consideration of the best interests of both the student and the University.

Students requesting readmission to the Graduate School of Social Work must contact the Director of Social Work Admissions at least one semester before their intended return to insure appropriate class and field placement. The readmission decision will include a review of the student's prior academic and field performance, the length of his or her absence, current admission policies, enrollment, and changes in the program or degree requirements that may have taken place during the period of absence.

### **Study Abroad—Center for International Programs and Partnerships (CIPP)**

Boston College international programs are open to Boston College undergraduate and graduate students who meet all the requirements for study abroad as outlined by their associate dean. In order to be eligible for admission, students must be in good academic standing with a GPA of 3.2 or higher and have a clear disciplinary record. Final approval is at the discretion of the CIPP, deans, and ODSD. Many programs have additional requirements and applicants are selected competitively to most. Students should consult the CIPP Catalog for specific admission information.

Students remain subject to the academic policies of their home department. They must register for a complete course load as defined by the host university in order to earn full Boston College credit. Grades earned abroad on Boston College programs are converted into the BC grading scale and are figured into GPA calculations. Grades earned on non-BC programs are not.

Students wishing to take Core courses abroad should consult Core guidelines. In general, Cultural Diversity credit is reserved for courses taken at BC and approved by the Core Committee. However, credit may be given for a course (taken in a non-western country) whose principal focus is upon that country's culture, or for a course (taken in a western country) whose principal focus is upon the situation within that country of indigenous minorities or immigrant minorities from non-western countries. The student requesting such credit must submit an extensive course description or course syllabus for approval by the Director of the Core Committee and turn in a completed course approval form to the CIPP.

### **Summer Courses—Undergraduate**

Summer courses are considered external courses. Students may be permitted to take summer courses for enrichment or to make up for a past failure, withdrawal, or underload. Summer school courses including BC Summer School and International Study courses must have prior approval from the appropriate department chairperson and from the Associate Dean.

### **Summer Courses—Graduate**

In graduate programs, summer courses may be an integral part of the curriculum. Please consult the specific school section for further information.

### **Time-to-Degree—Graduate**

The maximum time-to-degree for master's students is five years with the exception of the R.N.-M.S. program which has time-to-degree maximum of seven years. The maximum time-to-degree for doctoral students is eight years. A student who has not completed the degree requirements within the maximum time limit is not allowed to continue in the program without an approved extension from the Dean's office.

### **Transcripts**

All current students submit requests for academic transcripts at <http://agora.bc.edu/>. Requests for academic and financial aid transcripts may also be submitted in writing to the following address: Transcript Requests, Office of Student Services, Lyons Hall, Boston College, Chestnut Hill, MA 02467, or faxed to 617-552-4975.

Requests are usually processed within 48 to 72 hours of receipt.

### **Transcript/Diploma Holds**

Diplomas will not be issued, nor transcript requests honored, for any student with an outstanding financial obligation to the University. The same policy applies to any student who does not complete the required loan exit interview.

### **Transfer of Credit—Undergraduate**

The unit of credit at Boston College is the semester hour. Most courses earn three semester hours of credit; lab sciences usually earn four semester hours of credit. In order to be eligible for Boston College transfer credit, courses must have earned at least three semester hours or an equivalent number of credits (e.g., four quarter hours).

Courses not presented for review and evaluation at the time of application will not be accepted for credit at a later date.

No transfer credit will be granted for internships, field experiences, practica, or independent study.

Grade point averages do not transfer with students. A new grade point average begins with the commencement of a student's career at the University, and reflects only work completed as a full-time under-

graduate at Boston College. A new grade point average also begins when students transfer from the Woods College of Advancing Studies to one of the full-time undergraduate schools.

Courses taken at other institutions during the summer prior to enrollment at Boston College must be approved in advance by the Office of Transfer Admission. Courses taken through the Boston College Summer Session during the summer prior to enrollment must be approved by the appropriate Associate Dean. After enrollment at Boston College, all summer courses must be approved in advance by the Associate Deans.

### **Transfer of Credit—Graduate**

All graduate students, with the exceptions noted below, may request transfer of not more than six graduate credits. Only courses in which a student has received a grade of B or better, and which have not been applied to a prior degree, will be accepted. If approved, the transfer course and credit, but not the grade, will be recorded on the student's academic record. Credit received for courses completed more than ten years prior to a student's admission to his or her current degree program are not acceptable for transfer.

In the Law School, no credits may be granted for any graduate work done at another institution if those credits were earned prior to a student's matriculation into a full- or part-time law school program.

In the Graduate School of Social Work M.S.W. program, students who earned a B.S.W. degree from an accredited Council of Social Work Education program within the previous four years may apply for advanced standing equal to a maximum of 24 credits. Students who earned course and/or field work credits in an accredited M.S.W. program may receive up to the equivalent of one-half of the total credits needed for graduation. Only courses in which a student has received a grade of B or better will be accepted.

Transfer of Credit Forms should be submitted, together with an official transcript, directly to the student's chairperson and forwarded to the Associate Dean for approval. If approved, the transfer course and credit, but not a grade, will be recorded on the student's academic record.

M.B.A. students in the Carroll School of Management who have completed graduate management course work at another AACSB accredited institution may receive advanced standing credit for a maximum of 12 semester credit hours. Students who have completed course work at non-AACSB accredited programs will not be granted advanced standing but may be allowed to substitute an elective for a Core course. Students may also receive up to 12 credits of advanced standing credit for masters' or doctoral degrees in any of the fields in which the Carroll School of Management offers a dual degree, concentration, or certificate program. All students interested in advanced standing or equivalency must complete the official form available in the Associate Dean's Office. M.S. in Finance students will not receive advanced standing credit, but may be allowed to substitute an elective for a Core class.

### **University Degree Requirements—Undergraduate**

The requirement for the bachelor's degree in the undergraduate day colleges is the completion with satisfactory cumulative average (at least 1.5 in Carroll School of Management, all others require a minimum average of 1.667) of at least thirty-eight 3-credit courses, or their equivalent, distributed over eight semesters of full-time academic work.

Students in the College of Arts and Sciences must complete the Core curriculum, a major of at least 10 courses, and the language pro-

iciency requirement. Thirty-two of the required 38 courses must be in departments of the College of Arts and Sciences. Additional courses may be chosen from the offerings at the Boston College professional schools.

The Office of Student Services sends every undergraduate degree candidate, except for Woods College of Advancing Studies students, a degree audit each semester. Core and major requirements stated in the catalog may, in exceptional circumstances, be waived or substituted by the student's Associate Dean or major department. Such exceptions must be communicated in writing to the Office of Student Services.

### Withdrawal from a Course

Students who withdraw from a course after the end of the drop/add period will have a "W" recorded in the grade column of their academic record. To withdraw from a course after the drop/add period, students should go to the Forms page of the Student Services website (<http://www.bc.edu/studentservices/>), print the withdrawal form, and then go to the Office of the Associate Dean for their school. Students will not be permitted to withdraw from courses after the published deadline. Students who are still registered at this point will receive a final grade for the semester.

### Withdrawal from Boston College

Students who wish to withdraw from Boston College in good standing are required to file a Withdrawal Form in the Associate Dean's Office. In the case of students who are dismissed for academic or disciplinary reasons, the Associate Dean will process the withdrawal.

In the Graduate School of Social Work, the student's faculty advisor will write a summary evaluation of the student indicating both an evaluation of the student's performance and reason for withdrawal or dismissal.

## UNIVERSITY (SENIOR) AWARDS AND HONORS

### College of Arts and Sciences

*The Accenture Award:* An award given to the senior in the College of Arts and Sciences who has demonstrated outstanding achievement in computer science.

*Frank J. Bailey, Sr., Award:* An award, the gift of the Bailey family, in memory of their father Frank J. Bailey, given to the graduating senior with a distinguished academic record in the field of Middle Eastern and Islamic Studies.

*John Bapst, S.J., Philosophy Medal:* A gold medal, in honor of John Bapst, S.J., given to the student whose overall performance in philosophy courses has been outstanding.

*J. Robert Barth, S.J., Award for Excellence in the Arts:* An award in honor of the Dean of the College of the Arts and Sciences (1988-1999) for excellence in fine or performing arts.

*Andres Bello Award:* An award for excellence in Spanish.

*George F. and Jean W. Bemis Award:* An award distinguished for service to others.

*Albert A. Bennett Award:* An award for high level of mathematical achievement and interest in or a desire for a career in teaching.

*Wendy Berson Language Award:* An award for excellence in the area of Romance Languages and the ability to speak one or more languages with great expertise.

*Laetitia M. Blain Award for Excellence in Musical Performance:* An award for significant contribution to the musical life on campus.

*Alice E. Bourneuf Award:* An award given for excellence in Economics.

*Francis A. Brick Award:* An award for outstanding character, loyalty, leadership, and scholarship during four years at Boston College.

*Donald S. Carlisle Award:* An award for outstanding achievement in political science.

*Normand Cartier Award:* An award for leadership in promoting French and francophone literature and culture in the Boston College community.

*Brendan Connolly, S.J., Award:* An award for love of books and learning.

*Matthew Copithorne Scholarship:* An award, given to a graduate exhibiting qualities of character, industry, and intelligence, and plans to do graduate study at Harvard or MIT.

*Cardinal Cushing Award:* An award for the best writing in fiction published in a Boston College undergraduate publication.

*Joseph G. and Margaret M. Dever Fellowship:* A cash grant given to a graduating senior who shows promise of a career in writing

*John D. Donovan Award*

An award for the best paper written for a sociology course.

*Patrick Durcan Award:* A gold medal for outstanding performance in history.

*Joseph Figurito Award:* An award given for scholarly achievement in Italian.

*Maeve O'Reilly Finley Fellowship:* A fellowship awarded for outstanding achievement in Irish Studies and who will be entering an Irish university graduate program.

*Edward H. Finnegan, S.J., Award* (Given by the President)

An award for the student who has best exemplified in their four years at Boston College the spirit of the College motto, "Ever to Excel."

*Mary A. and Katherine G. Finneran Commencement Award*

An award for outstanding success in studies, while also devoting time and talents to other activities for the enrichment of the University and student life.

*William A. Gamson Award:* An award for outstanding academic achievement in sociology.

*Thomas I. Gasson, S.J., Award:* An award for distinguished academic record over a four-year period.

*General Excellence Medal:* An award for general excellence in all branches of studies during the four years at Boston College.

*Giffuni Prize:* An award for an outstanding thesis in economics.

*Janet Wilson James Essay Prize:* An award for outstanding senior essay in the area of Women's Studies.

*Stephen S. Johnson Award:* An award for an outstanding AHANA senior who has been most consistent in providing leadership, guidance, and direction to AHANA organizations.

*William A. Kean Memorial Award:* An award for an outstanding English major.

*Bishop Kelleher Award:* An award for the best writing in poetry published in a Boston College undergraduate publication.

*William J. Kenealy, S.J., Award:* This award is given to the graduating senior who has been distinguished in both academic work and social concern.

*Athanasius Kircher, S.J., Award for Excellence in the Study of Music:* An award named for excellence in music.

*Joseph M. Larkin, S.J., Award:* An award for the senior member of the Boston College Dramatics Society who has most clearly exhibited the qualities of dedication and integrity exemplified by the life and career of Rev. Joseph M. Larkin, S.J.

*John Henry Lawton Award:* An award for outstanding scholarship in the Department of Communication.

*Allison R. Macomber, Jr., Awards in the Fine Arts:* An award for outstanding work in the study of art.

*J. Paul Marcoux Award:* An award presented annually to a senior Theater major for excellence and growth, both academically and artistically, over their four years at Boston College.

*Richard and Marianne Martin Awards:* An award given for excellence in Art History and Studio Art.

*Denis A. McCarthy Award:* An award for outstanding work in creative writing.

*John McCarthy, S.J., Award:* An award for a distinguished Scholar of the College project in Humanities, Social Sciences, and Natural Sciences.

*Albert McGuinn, S.J., Award:* An award for excellence in science or mathematics major combined with achievement, either academic, extracurricular, or a combination of both, in the social sciences or humanities.

*Henry J. McMahon Award:* An award for the graduating senior who has been accepted at a law school and who has been distinguished by scholarship, loyalty, and service to the University.

*John F. Norton Award:* An award for the student who best personifies the tradition of humanistic scholarship.

*Cardinal O'Connell Theology Medal:* An award for overall performance in theology courses.

*Princess Grace of Monaco Award:* An award for excellence in French.

*John H. Randall III, Award:* An award for the best essay on some aspect of American literature or culture during the academic year.

*Marvin Rintala Award in Political Science:* This award honors Professor Marvin Rintala, who was a specialist in Western European politics and who taught Comparative Politics at Boston College from 1963 until his retirement in 2004.

*Mary Werner Roberts Award for Art:* An award for the best art work published in the *Stylus* each year.

*Paul J. Sally Jr. Award:* A cash award bestowed on a senior Mathematics major who demonstrates excellence in particularly demanding mathematics coursework

*Secondary Education Award:* An award for a student in the College of Arts and Sciences who has completed the Secondary Education Program within the Lynch School of Education and has achieved distinguished success as a student teacher.

*David Silvia Award:* An award for the graduating senior of the AHANA Program who has kept the tradition of continued service and inspiration to all mankind.

*Harry W. Smith Award:* An award, the gift of the Smith Family, in memory of Harry W. Smith, a leader in corporate and community philanthropic work, to honor a member of the senior class who has used personal talents to an exceptional degree in the service of others.

*Dr. Joseph R. Stanton, M.D., '42 Award:* An award for a graduating senior who has been accepted by a medical school and who has been outstanding in character, loyalty, leadership, and scholarship at Boston College.

*Dr. Joseph S. Stanton Award:* A cash award, for a graduating senior who has been accepted by a medical school and who has been outstanding in character, loyalty, leadership, and scholarship at Boston College.

*Stotsky Holocaust Essay Prize:* An award for the best essay written on the Holocaust.

*Tully Theology Award:* An award for the best paper on a theological subject.

*Max Wainer Award:* A gold medal for the senior who is deemed the outstanding student in Classics.

### Lynch School of Education

*Charles F. Donovan, S.J., Award:* Presented to a member of the senior class in honor of Father Donovan, founding Dean of the School. The recipient exhibits superior leadership, academic, and innovative qualities and demonstrates excellence in professional and personal commitment with a genuine concern for the needs and values of others.

*General Excellence Award:* Presented to a senior who has at the same time manifested outstanding achievement in all courses of study during four academic years and qualifies for teaching licensure.

*Saint Edmund Campion Award:* Presented for excellence in an academic major.

*Saint Richard Gwyn Award:* Presented to a member of the senior class for outstanding promise as a secondary teacher.

*Gretchen A. Bussard Award:* Presented to a member of the senior class in the Human Development Program who has used what he or she has learned in the classroom to improve the lives of others.

*Patricia M. Coyle Award:* Given to the graduating senior in Early Childhood Education who is a clear thinker in the field; able to translate the theories of child development and learning into the practice of teaching young children with enthusiasm and love; and a person who is a thoughtful, reflective teacher, perceptive and sensitive to the needs of children.

*Council for Exceptional Children Award:* Presented to a member of the Boston College Chapter of the Council for Exceptional Children for demonstration of unusual service to the care and education of children with disabilities.

*Dr. Marie M. Gearan Award:* Presented in honor of Professor Gearan, a member of the original faculty and first Director of Student Teaching, to a member of the senior class for outstanding academic achievement, campus leadership, and distinguished success as a student teacher.

*Mary T. Kinnane Award for Excellence in Higher Education:* Given annually to master's or doctoral degree students in Higher Education. The award, named for Emeritus Professor Kinnane, is given for both academic excellence and the embodiment of the Jesuit ideal of service to others.

*James F. Moynihan, S.J., Award:* Presented in honor of Father Moynihan, first chair of the Psychology Department and Professor of Psychology in Education for many years, to a student in the Human Development Program, who has shown superior scholarship, contributed creatively to the well-being of others, and has manifested dedication and commitment to the enhancement of the human development process.

*Karen E. Noonan Award:* Given to the graduating senior in Early Childhood Education who has the qualities of a "natural" teacher of young children, a person who can communicate warmth and a sense of

excitement for learning, a person who loves the exhilaration of working with challenging students, and for making each child in the classroom feel important and unique.

*Mr. and Mrs. Vincent P. Roberts Award:* Presented to a member of the senior class who is distinguished for loyalty to the ideals and purposes of the Lynch School.

*John A. Schmitt Award:* Presented to a member of the senior class who, as Professor Schmitt did, has consistently demonstrated compassion for fellow human beings, integrity in dealings with others, diligence in his or her profession, and courage in the pursuit of what he or she believes to be right.

*Bernard A. Stotsky/Thomas H. Browne Prize:* Awarded to a student who has demonstrated excellence in the area of special education at the graduate level.

*Bernard A. Stotsky/Professor John Eichorn Prize:* Awarded to a student who has demonstrated excellence in the area of special education at the undergraduate level and does a practicum or pre-practicum at the Campus School as part of an academic program of study in the Lynch School.

*John Christopher Sullivan, S.J., Award:* Presented in honor of Father Sullivan, first Associate Dean in the School, to a member of the senior class who, as Father Sullivan did, exhibits cheerfulness, creativity, enthusiasm, and high energy.

*Henry P. Wennerberg, S.J., Award:* Presented in honor of Father Wennerberg, first spiritual counselor in the School, to a member of the senior class who is outstanding for participation and leadership in school and campus activities.

*John J. Cardinal Wright Award:* Presented in honor of Cardinal Wright to that senior who has shown expert use of creativity and imagination in the area of motivation and at the same time is dedicated to high educational ideals.

*Nancy E. Segal Award:* Presented to a member of the graduating class for exhibiting great courage in overcoming a physical challenge to excel academically.

*Secondary Education Award:* Given to the student in the College of Arts and Sciences who has completed the Secondary Education Program and has achieved distinguished success as a student teacher.

*Lynch School Awards:* Presented to graduating seniors for academic excellence and outstanding performance in a variety of areas.

### **Carroll School of Management**

*Thomas I. Gasson, S.J., Award:* Founded by Boston College for general excellence in all courses of study during the four years in the Carroll School of Management.

*The Accenture Award:* Awarded to the student who, by the vote of the department faculty, has demonstrated outstanding achievement in the major field of Computer Science.

*The John B. Atkinson Award:* Founded by John B. Atkinson for excellence in all courses studied in the major field of Operations and Strategic Management.

*Dean's Letter of Commendation:* For service to the University and the community.

*Finance Department Outstanding Student Award:* Awarded annually, by decision of a faculty committee of the Finance Department, to an outstanding senior majoring in Finance.

*The Edgar F. Huse Memorial Award:* An award presented annually by the faculty for excellence in Organization Studies—Human Resources Management.

*The Hutchinson Memorial Award:* Presented by the Boston chapter of the American Marketing Association to a Marketing student.

*The Raymond F. Keyes Service Award:* Awarded to a senior Marketing major who has completed Applied Marketing Management and has demonstrated a desire to provide service to the nonprofit community.

*Charles W. Lyons, S.J., Award:* Founded by Boston College for general excellence in all courses studied in the major field of Accounting.

*The Patrick A. O'Connell Finance Award:* Founded by Patrick A. O'Connell for excellence in all courses studied in the major field of Finance.

*The Patrick A. O'Connell Marketing Award:* Founded by Patrick A. O'Connell for excellence in all courses studied in the major field of Marketing.

*The Eric Allen Serra Award:* Established in 1993 by the friends of Eric Allen Serra and awarded to a graduating senior who is actively involved in the BC community and best represents the attributes for which Eric is remembered by his friends.

*The James E. Shaw Memorial Award:* An award given to seniors in the Carroll School of Management who have been accepted to a recognized law school.

*Stephen Shea, S.J., Award:* Awarded to the senior who has attained the highest average in all courses in Philosophy during four years in the Carroll School of Management.

*The James D. Sullivan, S.J., Award:* Awarded to a senior judged outstanding in character and achievement by a faculty committee.

*The Matthew J. Toomey Award:* Presented annually by Mr. Knowles L. Toomey to honor the outstanding student in the Carroll School of Management Honors Program.

*The Wall Street Journal Award:* An award given to the senior who, in the opinion of the faculty committee, has demonstrated outstanding achievement in his or her major field of study.

### **Connell School of Nursing**

*The Alumni Award:* Established by the Connell School of Nursing alumni to honor a nursing student for general excellence in the four years of study in the baccalaureate nursing program.

*The Marie S. Andrews Clinical Performance Award:* Established by the faculty of the Connell School of Nursing to honor the student who has demonstrated, through clinical performance, sensitivity to the needs of patients, respect for the dignity and "wholeness" of the patient, and outstanding ability to deliver quality nursing care.

*Edward J. Gorman, S.J., Leadership Award:* Given to the student who, in the judgment of classmates, best exemplifies leadership and who has contributed to the Connell School of Nursing through dedication, service, and sincerity.

*The Cathy Jean Malek Award:* Established by the faculty of the Connell School of Nursing to honor the student whose presence conveys the essence of caring and a loving spirit.

*The Jean A. O'Neil Achievement Award:* Established by the faculty of the Connell School of Nursing to honor the graduating senior who maximized potential through qualities of conscientiousness, persistence, and giving of self beyond expectations.

*Certificates of Recognition for Leadership:* Established by the faculty of the Connell School of Nursing to recognize seniors who have demonstrated leadership by holding elected office or sustained leadership in a voluntary organization.

*Certificates of Recognition for Volunteer Service:* Established by the faculty of the Connell School of Nursing to recognize seniors who have demonstrated a substantial commitment to others in voluntary service over time.

### Connell Graduate School of Nursing

*The Patricia Ibert Award:* Established by the Graduate Nurses' Association in memory of master's degree student Patricia Ibert, who passed away in 1991 after a battle with cancer. It is awarded annually to a master's or doctoral student. The criteria for nomination include: active in coordination of CSON and University activities; promotes the image of professional nursing; dedicated to CSON goals; demonstrates leadership and responsibility for their actions; and insightful, friendly, dependable, and caring person with high personal aspirations who is professionally committed.

*The Dorothy A. Jones Becoming Award:* Established in 1998 to recognize the tenth anniversary of the Graduate Nurses' Association. This award is given to honor a graduate student who represents the attributes used to describe the efforts of Dr. Dorothy Jones, a key founder of this Association. The criteria for nomination include: demonstrates visionary thinking, expands the discipline by stimulating opportunities for nursing knowledge development, actively encourages and mentors peer development, is committed to Jesuit mission and service to others, and is committed to articulating the values and beliefs of professional nursing.

*Graduate Nurses' Association Volunteer Service and Community Service Recognition Awards:* Established to recognize graduate students who have demonstrated a substantial commitment to others in voluntary service over time.

## The College of Arts and Sciences

### UNDERGRADUATE COLLEGE OF ARTS AND SCIENCES

The College of Arts and Sciences is the oldest and largest of the undergraduate colleges of the university. It offers either a Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree depending upon the major field and prepares its graduates for careers in a broad range of fields as well as graduate training in both professional and academic fields.

In the College of Arts and Sciences a student's program consists of required Core courses, intensive study in a major field, and a choice of individual electives reflecting a student's personal interests.

**Core**—A modern version of the traditional Jesuit *Ratio Studiorum* the Core in the College of Arts and Sciences provides an introductory exposure to the various disciplines that define a liberally educated individual in today's world as well as to the philosophical and theological ideas that help integrate these different areas of knowledge into a student's own intellectual perspective. All Arts and Science students must complete the University Core requirements in the Arts, Cultural Diversity, History, Literature, Mathematics, Natural Sciences, Philosophy, Social Sciences, Theology, Writing, as well as a Foreign Language Proficiency Requirement.

**Major**—All students in the College of Arts and Sciences must select a major field of study from the thirty-one majors offered in the college. Work in the major is not necessarily directly related to career training, but it is meant to develop critical and analytical thinking, professional and presentational skills, and an appreciation for the complexity of an area of study beyond the introductory level. A major generally consists of ten to twelve focused courses in a field, some of which are sequentially organized required courses. Some of the courses are more narrowly focused major electives.

**Electives**—Electives in the College of Arts and Sciences are designed to challenge students to help define their own individual educations. Students may use electives to pursue intensive work in another field with a second major or minor, to study fields that bridge traditional disciplines through organized interdisciplinary minors, to pursue professional interests in management, education or nursing, or to explore their own individualized personal, intellectual, and artistic interests.

Thus, the purpose of the College of Arts and Sciences is to produce broadly educated, as well as, highly skilled graduates.

To ensure a coherent, well-developed program, students must meet with their faculty advisor before registration for each semester. They should also consult with other faculty, students, the Deans, the Premedical and Prelaw advisors, the Counseling Office, and the Career Center.

### Special Academic Programs

#### The Honors Program

All Boston College undergraduates are required to complete the Core curriculum in the humanities and the natural and social sciences. The Honors Program provides students with the opportunity to complete much of this Core in a four-year sequence of courses that provides an integrated liberal arts education of a kind one can find in few colleges or universities. On this solid foundation, a student can then build a major concentration in one or more specialized disciplines or add one of the interdisciplinary or departmental minors available to all students in the College.

The program offers small classes (no larger than 15 students), the give and take of seminar discussion, the close personal attention of instructors, and the companionship of bright and eager classmates on the journey through the history of ideas. It also offers students a set of challenges matched to each level of their development: in first and second years an overview of the whole Western cultural tradition, in the third year a course focused on the twentieth century's reinterpretation of the tradition, and in their final year the chance to bring together what they have learned in a thesis or creative project or in an integrative seminar.

#### Scholar of the College

Scholar of the College is a designation given at Commencement to exceptional students (those with overall GPAs of 3.67 or better) who have done independent work of the highest quality for a significant part of their senior year under the supervision of scholars in their major fields. The program is administered by the Dean's Office. Students apply through their major departments and ordinarily do Advanced Independent Research projects within that department. Interdisciplinary projects require the approval of all of the relevant departments, one of which must be the student's major department.

Normally, the Advanced Independent Research that qualifies for Scholar of the College recognition will consist of twelve (12) academic credits, six (6) each in the fall and spring of senior year, although occasionally a 3-credit senior thesis in the fall may develop into a 6-credit Advanced Independent Research in the spring. Students who successfully complete Advanced Independent Research projects with grades of A- or better and maintain cumulative GPAs of 3.67 or higher may be nominated for Scholar of the College recognition at Commencement.

To be considered for Scholar of the College recognition, finished projects, along with the evaluations of the faculty advisor and a department appointed second reader, must be submitted to the Office of the Dean by April 15. All nominated projects will be reviewed by a faculty committee appointed by the Dean. The Scholars of the College will be selected from among the nominated student authors.

#### Departmental Honors

The designation of departmental honors is reserved for above average students who have demonstrated academic achievement in additional or more difficult courses, or by successfully undertaking an approved research project, as determined by each department.

#### Departmental Minors

A departmental minor consists of six or seven courses. These must include one introductory level course and at least one upper-level course or seminar. Students choose courses for the minor in consultation with the director of the department's minor program. The following restrictions apply:

- No more than two Core courses may be used toward a minor.
- Core courses that do not count toward a departmental major will not count toward a departmental minor.
- Students may not major and minor in the same department unless that department offers more than one major.

Minors are available in Art History, Chemistry, Computer Science, Economics, Film Studies, French, Geology and Geophysics, German Studies, Hispanic Studies, History, Italian, Mathematics, Music, Philosophy, Physics, Russian, Studio Art, and Theology. Information regarding specific requirements is available in the departments.

**Interdisciplinary Programs**

In addition to the areas of major study offered by individual departments, a variety of special programs are available. While no one of these is a major, it is possible, in some of them, to develop a major or minor program. All of them are designed to provide a coherent grouping of courses drawn from various disciplines and focused around a specific theme. Through such programs, a student can integrate or enrich an academic program through completing a minor or developing an independent major.

**Independent Major**

Under usual circumstances, students are advised to follow the formal educational programs offered by departments. In rare instances, for students with special interests that cannot be satisfied in a regular major, double major, or a combined major and minor, the Educational Policy Committee will approve an interdisciplinary Independent Major. Students who wish to apply for an Independent Major must normally have achieved a minimum 3.5 grade point average. The student must plan, with the aid of a faculty advisor, a program of twelve (12) courses, ten (10) of which must be upper-division courses. These will extend over no more than three departments and will be selected in accordance with a clearly defined unifying principle. This program should be equal in depth and coherence to a typical departmental major and should include a plan for a final project or paper that demonstrates the intellectual coherence of the Independent Major and for ongoing assessment of the program by the student and the advisor. Each proposed major should be submitted to the Dean's Office before March 1 of the student's sophomore year. The Dean will then present it to the Educational Policy Committee for approval. An Independent Major will ordinarily be the student's only major.

**Interdisciplinary Minors**

An interdisciplinary minor in the College of Arts and Sciences must consist of six courses and must include either a required introductory course or a concluding seminar or project. (Note: some programs require both.) The minor should aim for a coherent shape appropriate to the subject matter, and offer courses that give students a definite sense of movement—from a beginning to a middle and an end, from introductory to advanced levels, or from general to specialized treatments.

Students must select at least three of the courses from three different Arts and Sciences departments. With the approval of the program, students may use one Core course or one course from their major toward the minor. For specific program requirements see the individual program descriptions below. Students carrying a double major are advised not to minor.

Each minor will be administered by a coordinating committee, consisting of a Director appointed by the Dean, and at least two additional members who represent departments included in the minor. One important function of this committee is the advising of students enrolled in the minor.

Minors are open to all undergraduate students. Courses prescribed by the requirements of the minor must be accessible to the students. Further information can be found in the individual program descriptions.

**American Studies**

American Studies is an interdisciplinary program run by faculty from several departments to expose students to a wide range of approaches to American culture.

The general focus of this interdisciplinary minor is on American culture past and present, specifically analyzing how American culture has been shaped by the interaction of race, class, ethnicity, gender and other issues. Courses used for fulfilling the minor must come from outside the student's major and from at least two different departments.

Six courses are required for the minor. Three of five courses must be clustered around a common theme. Thematic clusters in the past have included: race in American culture, gender in American culture, ethnicity in American culture, media and race, media and gender, colonialism and American culture, poverty and gender, diversity in urban culture, and other topics. In the fall of the senior year, each student must (as his or her sixth course for the minor) take the elective designated in the previous year as the American Studies seminar.

For further information on the American Studies minor, and application forms, see Professor Carlo Rotella, English Department (617-552-1655). Also consult the American Studies website at <http://www.bc.edu/amstudies/>.

**Ancient Civilization**

The minor in Ancient Civilization aims at providing students from various majors the opportunity to study those aspects of the ancient Greek and Roman world that relate to their fields and their other interests without the requirement of learning the Latin and Greek languages. Each student will design his/her own program in consultation with the faculty. A program will consist of a coherent blend of six courses chosen from two groups:

- Greek Civilization and Roman Civilization. These general courses, which the department now offers every second year, serve as a general overview of the field and an introduction to the minor.
- Four other courses, chosen after consultation with the director, from available offerings in Classics and other departments in the areas of literature, philosophy, religion, art and archaeology, history, and linguistics.

A list of the courses that are available each semester from the various departments and that can count for the minor will be published at registration time. Interested students should contact Professor Meredith Monaghan of the Classical Studies Department, Carney Hall 120 (617-552-3661). Also consult the Classics website at <http://www.bc.edu/classics/>.

**Asian Studies**

The Asian Studies minor enables a student to study the language, history, and culture of the Far East from a number of disciplinary perspectives. Requirements are as follows: (1) an introductory course, usually SL 263 Far Eastern Civilizations, (2) one course in Asian history or political structure or diplomacy, (3) two courses in an Asian language beyond the elementary level, and (4) two approved elective courses in Asian Studies from related areas. One of these electives may be a directed senior research paper on an approved topic.

Further information is available from the Director, Professor Prasannan Parthasarathi, Department of History, 21 Campanella Way, (617-552-1579).

**Black Studies**

Black Studies at Boston College is an interdisciplinary program that offers or cosponsors courses in several disciplines. Through

courses in history, literature, sociology, philosophy, theology, and the arts, students may pursue a variety of approaches to understanding the Black experience. The minor in Black Studies requires six courses to be distributed over three departments. Students interested in the minor should enroll in BK 104-BK 105 (HS 189-HS 190) Afro-American History I/II, in their sophomore year. They will choose three electives at least one of which must deal with Africa or the Caribbean in the following areas: humanities (language, literature, music, philosophy, theater, theology); social sciences (sociology, communications).

For further information on the Black Studies minor, please consult the program website at <http://www.bc.edu/blackstudies/>.

#### East European Studies

The East European Studies minor requires six approved courses, distributed as follows:

- One introductory course (either SL 284 Russian Civilization or SL 231 Slavic Civilizations);
- One additional course in Russian or East European history or politics;
- Two courses in Russian or another East European language at or above the intermediate level;
- Two approved elective courses from related areas such as: Art History, Economics, Film Studies, literature or language, Philosophy, or Theology. One of these electives may be a directed senior research paper on an approved topic.

Further information is available from the Director, Professor Cynthia Simmons, Slavic and Eastern Languages Department, Lyons 210, (617-552-3914). Students may also consult the Slavic and Eastern Languages website at <http://www.bc.edu/slavic/>.

#### Environmental Studies

Environmental Studies provides an interdisciplinary approach to understanding the science and policy of the earth's environmental challenges, designed to complement any undergraduate major. The goals of the minor are three-fold: (1) to help undergraduates develop an awareness of the scientific, cultural, and political aspects of the world's environmental problems, (2) to better prepare students for careers in the expanding field of the environmental professions, and (3) to provide preparation for further study at the graduate or professional school level. These goals are achieved through a dynamic curriculum as well as research opportunities both on- and off-campus.

All Environmental Studies minors must take two foundation courses chosen from a specified list of environmental science and policy courses, three advanced courses to be chosen from upper-level offerings in various departments, and a senior seminar. Extensive opportunities are available for supervised internships in science and policy including the Environmental Scholars Program that is conducted with and funded by the Urban Ecology Institute at Boston College.

For further information or to register for this program, see the Director, Dr. Eric Strauss, or the program assistant, Dean-Lorenz Szumylo, in Higgins Hall (617-552-0735), or visit the program website at <http://www.bc.edu/schools/cas/envstudies/>.

#### Faith, Peace, and Justice

The Faith, Peace and Justice minor offers students the opportunity to explore, in an interdisciplinary manner, how their own serious questions about faith, peace, and justice are related to concrete work for peace and justice in our world. The goals of the Faith, Peace, and Justice Program are to help undergraduate students acquire and

develop skills in (1) empirical, social scientific analysis of concrete issues for justice and peace, (2) gaining a solid grasp of the ethical and justice principles which arise from these issues, (3) learning how to formulate public policy or to initiate social change that would help to solve these problems, and (4) implementing creative methods for conflict resolution, appropriate for the level of problem solving their particular issues require.

To achieve these goals, each student is required to take the introductory course for the minor, UN 160 The Challenge of Justice, and, in their senior year, UN 590 Faith, Peace, and Justice Senior Seminar. In addition, the students design, with the advice and approval of the Faith, Peace, and Justice Director, a cluster of four elective courses, which aims at an interdisciplinary course of study focused on a theme or concern for justice and peace which they have identified. This cluster is the foundation for the student's written thesis in the Senior Seminar. For further information, or to register for the Faith, Peace, and Justice minor, see the Director, Professor Matthew Mullane, Carney 429. Visit the program website at <http://www.bc.edu/fpj/>.

#### German Studies

The interdisciplinary minor in German Studies offers students an introduction to the language and cultures of Germany, Austria and Switzerland. The foremost goal of the program is to provide participants with an understanding of the history of German-speaking civilization, but also to acquaint them with Germany's place in today's world.

The interdisciplinary minor in German Studies consists of six upper division courses: Germany Divided and Reunited (GM 242), two additional courses from the Department of German Studies, and three courses from other departments. All students minoring in German Studies are strongly encouraged to spend one semester abroad.

Interested students should contact the Director of the Minor, Professor Rachel Freudenburg, Department of German Studies, Lyons 201F (617-552-3745; [freudenr@bc.edu](mailto:freudenr@bc.edu)), or consult the website at <http://www.bc.edu/schools/cas/german/english/programs/minor/>.

#### International Studies

The minor in International Studies is designed to prepare students to become aware and effective citizens in an increasingly interdependent international environment. The six required courses focus on cultural, political and economic relations among states, international organizations, multinational corporations and social movements. Working with an advisor, students select a cluster of courses from a thematic focus (Development Studies, International Political Economy, Causes of International Peace and War, Ethics of International Relations) as well as from their region of emphasis. They must complete two introductory courses, a senior seminar, and a senior paper.

The program strongly encourages foreign study and advanced study of a foreign language. It provides a foundation for careers in government, business, non-profit organizations, international institutions, or journalism, as well as, preparation for graduate study. Guidelines for the International Studies minor and an application are available at the International Studies Program Office located in Hovey House, Room 108, or on the International Studies website at <http://www.bc.edu/isp/>. Students may also consult the Director, Professor Robert Murphy, Economics Department, 21 Campanella Way (617-552-3688) or the academic advisor, Linda Gray MacKay, Hovey House 108 (617-552-0740).

**Irish Studies**

Irish Studies at Boston College is part of the Center for Irish Programs. Founded in 1978, BC's Irish Studies program provides an interdisciplinary approach to the study of Irish culture and society. The program offers an undergraduate minor in Irish Studies and over thirty courses a year in history, literature, drama, music, art and the Irish language. A listing of Irish Studies courses is posted on its website and is also available at Connolly House, the home of the Irish Studies Program. Irish Studies also hosts an extensive annual film series and a renowned concert program developed by Sullivan Artist in Residence, Seamus Connolly.

The minor in Irish Studies requires students to complete six courses drawn from more than one discipline and designated as appropriate by the Directors of Irish Studies. Students should contact Irish Studies at 617-552-3938 to arrange a meeting with one of the Co-Directors for assistance planning their courses. Those completing the Irish Studies minor are eligible for the Maeve O'Reilly Finley Fellowship for graduate study in Ireland.

Students pursuing the minor are encouraged to take advantage of the partnership programs that Irish Studies and the Center for International Partnerships and Programs have developed with the National Universities of Ireland at Galway and Maynooth, University College Cork, University College Dublin, Trinity College Dublin, the University of Ulster, and Queen's University, Belfast.

Students interested in Irish Studies should contact Professor Marjorie Howes or Professor Robert Savage (617-552-3938). Students may also consult the website: <http://www.bc.edu/irish/>.

**Latin American Studies**

The Latin American Studies program encompasses faculty and courses from across the University. With academic advisement from participating faculty, students can shape the Latin American Studies minor to fit usefully with their academic major and with the ambitions they hope to pursue after graduation. Students may earn a minor in Latin American Studies by completing six courses from at least three different academic departments, selected from among courses approved for the program. Proficiency in Spanish or Portuguese that is equivalent to successful completion of a third-year college language course is required for the minor.

Students seeking to earn a minor in Latin American Studies must submit a proposed plan of study to the Director of the program, usually no later than the second semester of the sophomore year. The Director, in consultation with the student and other faculty in the program, will review the proposal, and notify the student of his/her acceptance into the minor.

For further information contact the Director, Professor Sergio Serulnikov, Department of History, 21 Campanella Way (617-552-2267). Also see the Latin American Studies website at <http://www.bc.edu/schools/cas/latinam/>.

**Middle Eastern and Islamic Studies**

This program emphasizes the interdisciplinary study of the Middle East and Muslim world from the rise of Islam in the seventh century to the present. Through a sequence of courses it offers preparation in Middle Eastern and Islamic Studies useful for careers such as journalism, diplomacy, business, and social service as well as graduate

programs of academic and professional training. Courses cover the social, economic, political, cultural, and religious heritage as well as contemporary developments in their regional and world settings.

Students interested in the program should contact Professor Ali Banuazizi, Psychology Department, McGuinn 324 (617-552-4124) or Professor Benjamin Braude, History Department, 21 Campanella Way (617-552-3787) or consult the program website at <http://www.bc.edu/meis/>.

**Psychoanalytic Studies**

The "unconscious" dimension of human experience has been with us for a long time in art, literature, social studies and even philosophy, but Freud was the first to give it a clinical status and to propose a method of investigating it. This conception was first presented to the world at large with *Interpretation of Dreams* (1900) and soon became a challenge to every discipline that proposes to reflect on the nature of the human in all of its dimensions. The Minor in Psychoanalytic Studies offers students the opportunity to broaden their understanding of one of the major cultural and intellectual trends of the twentieth century. The minor consists of six courses, including one or two introductory courses, and representing a minimum of three departments within the College of Arts and Sciences.

For further information on the minor, consult the Director, Professor Vanessa Rumble, Philosophy Department (617-552-3865); also see the program website: <http://www.bc.edu/schools/cas/psychoan/minor/>.

**Scientific Computation**

The minor in Scientific Computation is an interdisciplinary program drawing on faculty in several departments, which complements students' training in the natural and social sciences. The minor focuses on applications of the computational methodologies developed in physics, chemistry, mathematics, economics and finance for empirical research. Students selecting the minor will be exposed to a wide range of computational techniques of practical value in solving empirical and modeling problems.

Six courses are required for the minor: two mathematics courses (MT 202 and MT 210), one course in scientific programming (PH 330, cross listed), one course in numerical methods and scientific computation (PH 430, cross listed), one elective course, and a capstone course in advanced scientific computation. Attendance at a senior seminar is also required.

For further information on the Scientific Computation minor, see Prof. Jan Engelbrecht, Physics ([jan@physics.bc.edu](mailto:jan@physics.bc.edu)), or Professor Christopher Baum, Economics ([baum@bc.edu](mailto:baum@bc.edu)), co-directors of the minor, or see the website at <http://physics.bc.edu/MS/>.

**Women's Studies**

The Women's Studies Program is an interdisciplinary forum for the study of women's past and present position in society. Women's Studies analyzes the similarities and differences among women as a result of such factors as race, class, religion, and sexuality. The concept of gender relations is considered a primary factor in our understanding of women's roles in various institutions and societies. The Women's Studies Program offers an interdisciplinary minor that consists of two required courses: Introduction to Feminisms (EN 125, PS 125, SC 225) and Advanced Topics in Women's Studies (CO 593), plus four additional courses (selected from a range of disciplines).

For more information consult the Director of the minor, Professor Kalpana Seshadri-Crooks, English Department (617-552-0598), and the Women's Studies website at <http://www.bc.edu/schools/cas/ws/>.

### ***Fifth Year B.A./M.A.***

The College of Arts and Sciences and the Graduate School of Arts and Sciences offer a five-year B.A./M.A. program in some departments. Application to the program normally takes place early in the second semester of the junior year. The applicant must complete an application to the Master's degree program in the Graduate School of Arts and Sciences (McGuinn 221). Admission to the B.A./M.A. program normally requires an overall GPA of 3.333, and a GPA of 3.5 in the major. Although specific B.A./M.A. program requirements will vary across departments, the program limits to two the number of courses credited towards the Master's degree that may also be counted towards the thirty-eight (38) courses required for the undergraduate degree. The undergraduate degree will be conferred on completion of undergraduate requirements. The Master's degree will be conferred on completion of degree requirements specified by the department.

### ***Bachelor of Arts—Master of Social Work Program***

The College of Arts and Sciences and the Graduate School of Social Work offer a dual degree program for a limited number of undergraduate psychology and sociology majors. During the sophomore year interested students take two prerequisites (Statistics and Introduction to Social Work) and apply for formal acceptance in the Program. They must meet all standard requirements for admission to the Graduate School of Social Work and complete all its foundation courses by the end of the senior year; at which time they receive the B.A. degree. They then enroll as Second Year M.S.W. candidates for their fifth and final year. Further information may be obtained from the Graduate School of Social Work Admissions Office, McGuinn Hall, the Departments of Psychology and Sociology (McGuinn), and the Arts and Sciences Dean's Office (Gasson 109).

### **Minors in the Lynch School of Education for Arts and Sciences Students**

Arts and Sciences students completing minors in the Lynch School of Education must fulfill all major, Core, and elective requirements in the College of Arts and Sciences and have credit in at least 32 Arts and Sciences courses.

### ***Secondary Education***

Students majoring in Biology, Chemistry, Classical Studies, English, a foreign language, History, Mathematics, Geology, Physics, or Theology (not for certification) in the College of Arts and Sciences may apply to minor in Education. This program begins in the sophomore year and interested students should contact the Coordinator of Secondary Education or the Office of the Associate Dean for Students and Outreach in the Lynch School of Education during the sophomore year. Only those students majoring in the disciplines listed above may apply for a minor in Secondary Education.

N.B. Students majoring in English have additional requirements. Consult the Secondary Handbook and the advisor for these requirements.

### ***General Education***

Students who have an interest in Education may follow a minor of five or six courses with their advisors' approval. This program does not lead to certification, but does offer students an introduction to programs that could be pursued on the graduate level. The following

courses constitute a minor in Education: Child Growth and Development; Family, School, and Society; Psychology of Learning; Classroom Assessment; Working with Special Needs Children; and one Education elective as an optional sixth course.

### ***International Study Program***

The aim of the International Study Program is to enable students to become fluent in a foreign language and to better understand a different culture. Students wishing to spend a year or a semester abroad and transfer the credits earned to their Boston College degree must receive approval from a Dean and enroll in a program approved by the College. To qualify for Dean's approval, a student must (1) have a 3.2 average in the major and approximately the same in general average, (2) have completed a significant number of courses in the major and have made substantial progress on Core requirements, (3) have the approval of the Chairperson of the major department, and (4) have adequate proficiency in the language of the country in which he/she plans to study. For students who have not passed the language proficiency requirement, a minimum of one year of college level language study is required.

Students should begin the application process by contacting the Center for International Studies early in their sophomore year. Final approval will be given by the Deans on the basis of a student's academic record at the end of sophomore year.

### **Academic Regulations**

#### ***Procedure of Appeal***

Students with questions of interpretation or petitions for exception from the College of Arts and Sciences Regulations, apart from those specified in the University's academic integrity policy, may submit them to an Appeals Board appointed by the Educational Policy Committee.

A student should always attempt to resolve problems concerning the manner in which grades have been awarded or the academic practices of an instructor by direct contact with the instructor. In the rare case of an unresolved question the student should first refer the matter to the Chairperson or Director of the relevant department or program.

A formal appeal of a course grade, which ought not be entered lightly by a student nor lightly dismissed by an instructor, should be made no later than the sixth week of the following semester. In making a formal appeal a student files a written statement with the Dean for her or his class. The Dean will then request written responses from both the instructor and chairperson and submit the case to the Appeals Committee of the Educational Policy. The committee will review the case thoroughly and make a recommendation on resolution to the Dean of the College. The Dean's decision will be final.

#### ***Language Proficiency***

In the College of Arts and Sciences students may demonstrate proficiency as follows:

- By successful completion of the course work for second semester intermediate level in a modern or classical foreign language, or one course beyond the intermediate level.
- By achieving a score of 3 or above on the AP test or a score of 550 or better on the SAT II reading exam in a modern foreign language. Students who entered prior to the fall of 2005-06 can demonstrate proficiency with a score of 3 or better on the A.P. exam or a score of 500 or better on the SAT II reading exam in a modern language.
- By achieving a score of 4 or above in an AP test or a score of 600 or better on the SAT II in a classical language.

- By having a native language other than English. The student should provide documentation of this native proficiency, or be tested by the appropriate department.
- By passing one of the language tests given by the Boston College language departments (for languages other than Romance Languages).

### GRADUATE SCHOOL OF ARTS AND SCIENCES

The Graduate School of Arts and Sciences offers programs of study leading to the degrees of Doctor of Philosophy (Ph.D.), Master of Arts (M.A.), and Master of Science (M.S.). In addition, the Graduate School also may admit as Special Students those students not seeking a degree who are interested in pursuing course work for personal enrichment.

The Graduate School also offers several dual degree options. The Master of Arts in Teaching (M.A.T.) and Master of Science in Teaching (M.S.T.) are offered in cooperation with the Lynch School of Education Graduate Programs. The Master of Arts or Science Master of Business Administration (M.A./M.S.- M.B.A.), and the Doctor of Philosophy/Master of Business Administration (Ph.D./M.B.A.) are offered in cooperation with the Carroll Graduate School of Management. The Graduate School also offers through select departments a Fifth Year Master of Arts (M.A.) and Master of Science (M.S.) program for high achieving BC undergraduates wishing to pursue an accelerated graduate program.

#### General Information

The Graduate Admissions Office, McGuinn Hall 221, is open from 8:45 A.M. to 4:45 P.M., Monday through Friday, to assist prospective students with general admissions inquiries. Application materials may be obtained either from the department in which students hope to study or from the Graduate Admissions Office.

The *Schedule of Courses* is published by the Office of Student Services prior to each semester's registration period. The International Student Office, the Office of the Dean for Student Development, and the Graduate Student Association provide non-academic services for students.

### Master's Degree Programs

#### *Requirements for the Degrees of Master of Arts and Master of Science*

##### Acceptance

Candidates for the Master's degree must generally be graduates of an accredited college with at least 18 semester hours of upper division work in the proposed area of study. In case of deficiencies, prerequisites may be earned in the graduate school by achieving a minimum grade of B in courses approved for this purpose. Where there is some doubt about a scholastic record, acceptance may be conditional. The candidate will then be evaluated by the department and recommended to the Dean for approval after the first semester of course work or after earning a minimum of six credits.

##### Course Credits

The number of graduate credits required for the degree varies by department. No formal minor is required, but, with the approval of his or her major department, a student may take a limited number of credits in a closely related area. No more than six graduate credits will be accepted in transfer toward fulfillment of course requirements, as described more fully under "Transfer of Credit" under Academic Regulations.

### *Fifth Year B.A./M.A. and B.S./M.S.*

In cooperation with the College of Arts and Sciences, the Graduate School of Arts and Sciences offers five year B.A./M.A. and B.S./M.S. programs in some disciplines. See the Undergraduate College of Arts and Sciences for further information.

### Doctoral Degree Programs

#### *Interdisciplinary Doctoral Program*

Where departmental doctoral programs are unable to satisfy the interests of the student, an interdisciplinary doctoral program remains a possibility. However, students must first be admitted to a departmental program. A student interested in exploring such a possibility should first make an inquiry to the Graduate School Office.

#### *Traveling Scholar's Program*

The Inter-Institutional Academic Collaborative (IAC) Traveling Scholar Program enables doctoral-level students at participating Atlantic Coast Conference (ACC) universities to take advantage of distinctive educational opportunities—specialized courses, unique library collections, unusual laboratories—at any other participating ACC university without change in registration or increase in tuition. Visits may be as short as two weeks or as long as two semesters (or three quarters). Any regularly admitted graduate student in good standing in a doctoral degree program is eligible to apply. A limited number of relocation stipends of up to \$1,000 per individual are available upon application. It is not necessary, however, to win a stipend in order to participate in the program.

### Special Students (Non-Degree)

Non-degree seeking students who are interested in pursuing course work at the graduate level, may apply for admission as special students. Many individuals enter departments of the Graduate School as special students—either to explore the seriousness of their interest in studying for an advanced degree or to strengthen their credentials for possible later application for degree study. Others are simply interested in taking graduate course work for interest's sake or for other purposes. Admission as a special student does not guarantee subsequent admission for degree candidacy. Individuals who are admitted as special students and who subsequently wish to apply for admission as degree candidates must file additional application documents and be accepted for degree study. The number of credits one has earned as a special student that may be applied toward the requirements of a degree is determined by the appropriate department in concert with Graduate School regulations.

Those admitted as special students may take courses only in the department that has recommended their admission. Permission to continue to take courses as a special student beyond the semester for which admission was originally gained must be obtained from the admitting department's Graduate Program Director. While required, gaining such permission is not considered to be the same as an original application for admission; consequently, a second application fee is not required.

### Admission

#### *Eligibility and Application Information*

The Boston College Graduate School of Arts and Sciences is an academic community whose doors are open to all students without regard to race, religion, age, sex, marital or parental status, national ori-

gin or handicap. Opportunities and experiences are offered to all students on an equal basis and in such a way as to recognize and appreciate their individual and cultural differences.

Applicants for admission to the Graduate School ordinarily must possess at least a bachelor's degree from an accredited institution and give evidence of the ability and preparation necessary for the satisfactory pursuit of graduate studies. This evidence consists primarily, but not exclusively, in the distribution of undergraduate courses and the grades received in them. Consult the appropriate departmental descriptions for additional specific requirements.

Individuals lacking a bachelor's degree generally are not admitted to Graduate School classes. In order to attend graduate classes, persons lacking the bachelor's degree should apply for authorization either through the Dean of the Woods College of Advancing Studies or, in the case of Boston College undergraduates, through their appropriate dean and with the approval of the chairperson of the given department. Such students will receive only undergraduate credit for the course taken in the Graduate School, and the course credit will be entered only on their undergraduate record. For regulations governing the simultaneous master's/bachelor's degree, one should consult his or her own department.

The Graduate School accepts two classes of applicants: degree students (degree-seeking) and special students (non-degree-seeking).

A completed application to the Graduate School includes forms that provide biographical information, official transcripts, and references. All of these documents will be found in the *Graduate School of Arts and Sciences Application*, along with complete instructions for their submission. For possible additional required credentials, e.g., GRE scores, statement of purpose, writing sample, etc., consult the requirements of the department to which admission is being sought. *All application materials should be sent to the Graduate Admissions Office, McGuinn Hall 221.*

Applicants for special student status should consult the *Graduate Arts and Sciences Application* regarding required application documents. *All application materials should be sent to the Graduate School Admissions Office, McGuinn Hall 221.*

Degree and special students are not admitted officially until the completed application form with a positive department recommendation has been approved by the Associate Dean of Admissions and Administration. Admission should not be presumed without receipt of official notification from the Associate Dean.

Degree-seeking applicants should consult the department of specialization regarding the specific requirements for the various departmental master's and doctoral programs.

For the necessary application forms and information students may either address their requests to the department of interest, or to the Graduate Admissions Office, McGuinn Hall 221.

Information on the GRE and TOEFL tests may be obtained from the Educational Testing Service, Box 955, Princeton, New Jersey 08540 or at <http://www.gre.org/>.

All documents submitted by applicants for admission become the property of the Graduate School and are not returnable. Applicants who are accepted by the Graduate School, but do not register for course work at the indicated time will have their documents kept on file for twelve months after the date of submission. After that time, the documents will be destroyed and the applicants must provide new ones if they later decide to begin graduate study.

## Acceptance

Announcements of acceptance or rejection are usually mailed no later than April 15 for September admissions, but may vary by department. Decisions are made on the basis of departmental recommendations and the fulfillment of prerequisites. No student should presume admission until he or she has been notified officially of acceptance by the Associate Dean.

## Financial Aid

### Academic Awards

Stipends and scholarships are available to aid promising students in the pursuit of their studies, including:

- Graduate Assistantships
- Research Assistantships
- Teaching Assistantships
- Teaching Fellowships
- Tuition Scholarships
- University Fellowships

Individuals whose applications are complete will routinely be considered for financial aid by the department in which they hope to study; no separate application is necessary. The scholastic requirements for obtaining these stipend awards or scholarship awards are necessarily more exacting than those for simply securing admission to the Graduate School.

## Fellowships

### University Fellowships

University Fellowships are available in some departments offering the Ph.D. degree. These awards, which provide a stipend, and may include up to a full tuition scholarship, do not require specific services.

### Fellowships for American Minority Group Students

The Graduate School sponsors several fellowships specifically for American students from underrepresented minority populations in higher education. These fellowships carry tuition scholarships and stipends of \$18,000 for the 2005-06 academic year. Interested students should write directly to the Director of Admissions and Financial Aid, Attention: Minority Student Fellowship Program for further particulars. All applicants, of course, are routinely considered for the various types of financial aid that are available in the Graduate School.

### Teaching Fellowships

The Graduate School has available a limited number of Teaching Fellowships. These provide for a stipend that varies among departments. The Teaching Fellow, in addition to his or her program of studies, is usually responsible for six hours of teaching in the undergraduate colleges.

## Assistantships

### Graduate Assistantships and Teaching Assistantships

Assistantships are available in most departments. Generally, the Assistants in the natural science departments assist in laboratory activities. In these and other departments the Assistants may be otherwise involved in the academic activities of the department. The nature and number of hours involved are determined by the department chairperson.

Assistantships provide a stipend that varies among departments.

## Research Assistantships

Research Assistantships are available in some departments. The stipends are similar, but not uniform among the departments. Summer research opportunities are also available on some research projects. For further information, contact the chairperson of the department.

## Tuition Scholarships

Tuition scholarships are awarded to a limited number of students based on academic achievement and promise

## Procedures for Financial Aid Recipients

At the opening of each school year, or at whatever other time financial aid may be awarded, recipients of fellowships and assistantships must report to the Graduate Admissions Office to fill out personnel and tax information forms.

An aid recipient who relinquishes a fellowship, assistantship or a tuition scholarship must report this matter in writing to the department chairperson and to the dean. These awards may be discontinued at any time during an academic year if either the academic performance or in-service assistance is of an unsatisfactory character. They may also be discontinued for conduct injurious to the reputation of the University.

## Other Sources of Financial Aid

Students interested in other sources of financial aid, such as work-study funds and various loan programs, should inquire at the Office of Student Services where all such aid is administered. Refer to the earlier section on financial aid in this catalog and to the *Graduate School Bulletin*.

## Biochemistry

### Program Description

This interdisciplinary major in Biochemistry, administered jointly by the Chemistry and Biology Departments, provides the student with a broad background in biochemistry and related courses in chemistry and biology. This major is intended for those interested in the more chemical and molecular aspects of the life sciences.

The minimum requirements for the Biochemistry major are as follows:

- Two semesters of General Chemistry and laboratory  
CH 109-110 (or CH 117-118) lecture  
CH 111-112 (or CH 119-120) laboratory
- Two semesters of Introductory Biology  
BI 200-202 lecture
- Two semesters of Organic Chemistry and laboratory  
CH 231-232 (or CH 241-242) lecture  
CH 233-234 (or CH 243-244) laboratory
- Two semesters of Molecular Cell Biology and Genetics  
BI 304 Molecular Cell Biology lecture  
BI 305 Genetics lecture
- Two semesters of Biology laboratory  
BI 310 Molecular Cell Biology Laboratory  
BI 311 Genetics Laboratory
- One semester of Analytical Chemistry and laboratory  
CH 351 lecture and laboratory
- One semester of Physical Chemistry  
CH 473 lecture
- Two semesters of Biochemistry/Molecular Biology  
CH 561-562 Biochemistry I and II lecture or  
BI 435 Biological Chemistry lecture and BI 440 Molecular Biology lecture

- One semester of Biochemistry Laboratory  
BI 480 or CH 563 laboratory
  - Two advanced electives from the following list: BI 454 Introduction to the Literature of Biochemistry, BI 506 Recombinant DNA Technology, BI 509 Vertebrate Cell Biology, BI 535 Structural Biochemistry of Neurological Diseases, BI 540 Immunology, BI 556 Developmental Biology, BI 558 Neurogenetics, BI 570 Biology of the Nucleus, CH 564 Physical Methods in Biochemistry, CH 565 Chemical Biology: Nucleic Acids, CH 566 Bioinorganic Chemistry, CH 567 Chemical Biology: Structure and Function, CH 569 Chemical Biology: Enzyme Mechanisms, CH 570 Introduction to Biological Membranes, CH 582 Advanced Topics in Biochemistry, CH 588 Computational Biochemistry
- In addition to the above, the following courses are also required:
- Two semesters of Physics with laboratory  
PH 211-212 lecture and laboratory
  - Two semesters of Calculus  
MT 100-101 lecture

Students are also strongly urged to engage in a Senior Research project under the direction of a faculty member involved in biochemical research. With approval, this year-long project in the senior year may replace the requirement for Biochemistry Laboratory (BI 480 or CH 563).

- BI 463-464 Research in Biochemistry\*
- BI 498 Advanced Independent Biochemical Research
- CH 497-498 Advanced Research in Biochemistry
- CH 593-594 Introduction to Biochemical Research\*

\*With approval of Professor Kantrowitz (Merkert 239) or Professor Annunziato (Higgins 401A)

### Course Sequence

#### First Year

- Introductory Biology (BI 200-202)
- General Chemistry (CH 109-110 or CH 117-118) with laboratory
- Calculus (MT 100-101)

#### Second Year (Fall)

- Physics (PH 211) with laboratory
- Organic Chemistry (CH 231 or CH 241) with laboratory
- Molecular Cell Biology (BI 304)
- Molecular Cell Biology and Laboratory I (BI 310)

#### Second Year (Spring)

- Physics (PH 212) with laboratory
- Organic Chemistry (CH 232 or CH 242) with laboratory
- Genetics (BI 305)
- Genetics Laboratory II (BI 311)

#### Third Year (Fall)

- Biological Chemistry (BI 435) or Biochemistry I (CH 561)
- Analytical Chemistry (CH 351)

#### Third Year (Spring)

- Molecular Biology (BI 440) or Biochemistry II (CH 562)
- Physical Chemistry (CH 473)

#### Fourth Year

- Biochemistry Laboratory (BI 480 or CH 563)
  - Two advanced electives
- For additional information, contact either Professor Kantrowitz (Merkert 239) or Professor Annunziato (Higgins 422).

## Biology

### Faculty

**Joseph Orlando**, *Associate Professor Emeritus*; B.S., Merrimack College; M.S., North Carolina State College; Ph.D., University of California, Berkeley

**Yu-Chen Ting**, *Professor Emeritus*; A.B., National Honan University; M.S., University of Kentucky; M.S.A., Cornell University; Ph.D., Louisiana State University

**Anthony T. Annunziato**, *Professor*; B.S., Boston College; M.S., Ph.D., University of Massachusetts, Amherst

**David Burgess**, *Professor*; B.S., M.S., California State Polytechnic University; Ph.D., University of California, Davis

**Thomas Chiles**, *Professor*; B.S., Ph.D., University of Florida

**Peter Clote**, *Professor*; B.S., Massachusetts Institute of Technology; M.A., Ph.D., Duke University

**Charles S. Hoffman**, *Professor*; S.B., Massachusetts Institute of Technology; Ph.D., Tufts University

**Daniel Kirschner**, *Professor*; B.A., Western Reserve University; Ph.D., Harvard University

**Marc A.T. Muskavitch**, *Professor*; Chairperson of the Department; B.S., University of Wisconsin, Madison; Ph.D., Stanford University

**Thomas N. Seyfried**, *Professor*; B.A., St. Francis College; M.S., Illinois State University; Ph.D., University of Illinois

**Mary Kathleen Dunn**, *Associate Professor*; B.A., University of Kansas; M.A., Michigan State University; Ph.D., University of North Carolina at Chapel Hill

**Laura Hake**, *Associate Professor*; B.A., University of Tennessee; Ph.D., Tufts University

**Junona F. Moroianu**, *Associate Professor*; B.S., Ion Creanga University; M.S., University of Bucharest; Ph.D., Rockefeller University

**Clare O'Connor**, *Associate Professor*; B.S., Ph.D., Purdue University

**William H. Petri**, *Associate Professor*; A.B., Ph.D., University of California, Berkeley

**Donald J. Plocke**, *S.J.*, *Associate Professor*; B.S., Yale University;

A.M., Boston College; Ph.D., Massachusetts Institute of Technology

**Eric G. Strauss**, *Research Professor*; B.S., Emerson College; Ph.D., Tufts University

**Janet Paluh**, *Assistant Professor*; B.S./M.S., Ph.D., Purdue University; Ph.D., Stanford University; Post-Doc, University of California at Berkeley

**Gabor T. Marth**, *Assistant Professor*; D.Sc., Washington University, St. Louis

**Mohammed Shahabuddin**, *Assistant Professor*; B.S., M.S., University of Dhaka, (Bangladesh); Ph.D., Edinburgh (Scotland)

**Stephen Wicks**, *Assistant Professor*; B.Sc., McMaster University; Ph.D., University of British Columbia

**Robert J. Wolff**, *Senior Lecturer*; B.A., Lafayette College; Ph.D. Tufts University

### Contacts

- Graduate Program Director: Daniel Kirschner, kirschnd@bc.edu
- Undergraduate Program Director: Associate Professor Clare O'Connor, oconnor@bc.edu
- Department Administrator: Guillermo Nuñez, guillermo.nunez.1@bc.edu
- Director of Laboratories: Michael Piatelli, piatelli@bc.edu

- Assistant Director of Laboratories: Kathryn Brown, holthaus@bc.edu
- Technology Coordinator: Andrew Pope, tc.bio@bc.edu
- Office Coordinator: Patricia Shuker, shuker@bc.edu
- Department Telephone: 617-552-3540
- Website: <http://www.bc.edu/biology/>

### Undergraduate Program Description—B.A. and B.S. Degrees

The department offers both Bachelor of Science and Bachelor of Arts degree programs in biology. The B.S. program is well-suited for Biology majors who are interested in pursuing those aspects of the field that require a strong background knowledge in physics, chemistry, and mathematics and for students who want to fulfill premedical/pre dental requirements as part of their Biology major. Normally, those interested in areas like molecular biology, biochemistry, biophysics, genetics, physiology, neurobiology, or cellular biology should pursue this degree.

The B.A. degree program also has a solid foundation in biology as its base, but allows more room in a student's schedule for additional biology and relevant non-biology electives by removing the specific requirement for organic chemistry and calculus-based physics that characterizes the B.S. program. Under the B.A. rubric, majors have more flexibility in choosing both additional science and mathematics courses, as well as more opportunity to broaden their educational experience. The B.A. program can better serve Biology majors interested in integrating their study of biology with other areas, including law, ethics, history, sociology, computer science, and management.

Students should note that unlike the B.S. program, the B.A. program does not automatically fulfill medical school admission requirements without additional course work in chemistry, physics, and mathematics. Contact the Premedical Office in Higgins Hall room 648 for details.

The study of biology under either program offers students an exciting opportunity to study life from many viewpoints: from the molecular biology and biochemistry of cells to genetic, developmental, and neurological aspects of organisms; from the structure, function, and physiology of cells, organs, and individuals to the interaction of organisms with each other and the environment. The goal of the program is for students to attain knowledge and understanding of the underlying principles of biological science and to be able to make what is learned practical through laboratory experience. For this reason, the major requires participation in several laboratory courses and the Department strongly encourages its students to participate in a wide variety of advanced research experiences. Students with standard high school preparation in biology (a single, year-long general biology course with lab) should follow the regular programs for Biology majors described below. Students with stronger preparation (AP biology courses with lab) and who have achieved a score of 5 on the AP Exam should consider following the Advanced Placement Program. Students in doubt concerning the most appropriate program are encouraged to seek advice from a Biology Department advisor during freshman orientation or at other times, which can be arranged through the Biology Department office.

Biology encompasses a huge field of inquiry that contains many sub-disciplines. At Boston College, Biology majors may concentrate their study in one primary area by choosing their bio-electives and research courses to follow one of several focuses including, for example,

molecular biology and biochemistry, cellular and developmental biology, neuroscience, or environmental and population biology. More information on these areas may be obtained from the Biology website. Those interested in specifically emphasizing the field of biochemistry in their studies can do so either as a concentration within the Biology B.S. major or consider the alternative interdepartmental Biochemistry major described in its own section of the Boston College Academic catalog.

The Biology major provides an excellent foundation for advanced study at the graduate level, for a wide array of career opportunities, and for further training in many areas. These include medicine, biomedical sciences and other health-related professions, biotechnology, environmental science, law, biomedical ethics, education, journalism, and public health.

**Requirements for Majors in the Bachelor of Science (B.S.) Program**

- Introductory Biology (BI 200 and BI 202)
- Molecular Cell Biology (BI 304) and Genetics (BI 305)
- Molecular Cell Biology Laboratory (BI 310) and Genetics Laboratory (BI 311)
- Five upper division electives in biology (level 400 and 500 taken from at least two of the three categories of bio-elective courses)
- Two additional laboratory credits (level 300 or higher)
- Eight co-requisite courses in math, chemistry, and physics (listed below)

Biology majors are advised to enroll in BI 200-202 in their freshman year, and in BI 304-305 and BI 310-311 in their sophomore year. This schedule allows majors to take maximum advantage of the opportunities for undergraduate research that are available to juniors and seniors, and to have maximum flexibility in choosing upper-division electives. For these reasons, majors are given preference in enrollment in the foundation courses if seating becomes limited.

The five upper-division elective courses in biology must be exclusive of seminars and tutorials and they must be chosen from at least two of the three categories of biology electives. Categories are listed below. Typically, undergraduate research courses (BI 461-467, BI 399, and BI 490), and graduate courses at the 600 level or higher do not count as upper division bio-electives. However, in certain limited cases—with the recommendation of the faculty advisor and the approval of the Chairperson—two or more semesters of undergraduate research may be allowed to substitute for one upper-division elective. The requirement for two additional laboratory credits (level 300 or higher) may be satisfied by taking two 1-credit laboratory courses (or equivalents) or by taking one laboratory course worth two or more credits. With departmental permission, one semester of undergraduate research in biology (BI 461-467) can be substituted for two lab credits. Also, some combined lecture-lab courses count as the equivalent of a 1-credit lab for the purposes of this requirement. Courses that satisfy one or two credits of this requirement have this fact noted in their catalog descriptions. Students are cautioned to note that courses are not allowed to be co-counted for both elective and lab requirements. Note that students must take at least three semesters of undergraduate research in biology (BI 461-467) to use these courses to satisfy both the two additional lab credit requirement and as a substitute for one bio-elective. Students should consult the biology website for more information on this point. An updated list of courses satisfying the lab requirement is also available on the Biology Department website.

**Requirements for Majors in the Advanced Placement Bachelor of Science (B.S.) Program**

Students with strong high school preparation in biology (AP biology courses with labs) and who have achieved a score of 5 on the AP Exam are encouraged to follow the Advanced Placement Program. This program allows students to enroll as freshmen in BI 304-305 Molecular Cell Biology and Genetics and the BI 310-311 Laboratory, and replaces BI 200-202 Introductory Biology credits with two additional upper division bio-electives. Advantages of the program are that students more quickly advance to a level where they can select from the more focused upper division biology courses. In order to ensure a reasonable breadth in biology training for students who choose the advanced placement program, they are required to take at least one of their seven bio-electives from each of the three categories of bio-elective courses. The categories are listed below. Generally, with regard to other aspects of the Biology majors' program, advanced placement students follow the same rules as students in the regular program (see details above).

Summary of specific course requirements for advanced placement students:

- Molecular Cell Biology (BI 304) and Genetics (BI 305)
- Molecular Cell Biology Laboratory (BI 310) and Genetics Laboratory (BI 311)
- Seven upper division biology electives (level 400 and 500) (at least one course taken from all three bio-elective course categories)
- Two additional laboratory credits (level 300 or higher)
- Eight corequisite courses in mathematics, chemistry, and physics (listed below)

**Corequisites for the Bachelor of Science**

One year each of the following:

- General Chemistry and lab (CH 109-110, 111-112)\*
- Organic Chemistry and lab (CH 231-232, 233-234)\*
- Physics (calculus based) and lab (PH 211-212, 203-204)\*
- Calculus (MT 100-101) or, if supported by AP exam or Math Department recommendation, Calculus/Biostatistics or Bioinformatics (MT 101 and BI 230, BI 420, or BI 424)\*

\*Courses routinely used to fulfill these co-requisites are indicated in parentheses. However, some higher level courses and alternatives are acceptable. Students interested in these alternatives should consult the departmental website, publications, and advisors.

**Requirements for Majors in the Bachelor of Arts (B.A.) Program**

- Introductory Biology (BI 200 and BI 202)
- Molecular Cell Biology (BI 304) and Genetics (BI 305)
- Molecular Cell Biology Laboratory (BI 310) and Genetics Laboratory (BI 311)
- Three upper division biology electives (level 400 and 500) (taken from at least two of the three categories of bio-elective courses)
- Three B.A. electives (from the list of approved courses on the website)
- Two additional laboratory credits (level 300 or higher)
- Three co-requisite courses and labs in math and chemistry (see list below)

**Requirements for Majors in the Advanced Placement Bachelor of Arts (B.A.) Program**

- Molecular Cell Biology (BI 304) and Genetics (BI 305)

- Molecular Cell Biology Laboratory (BI 310) and Genetics Laboratory (BI 311)
- Five upper division biology electives (level 400 and 500) (at least one course taken from all three bio-elective course categories)
- Three B.A. electives (from list of approved courses on website)
- Two additional laboratory credits (level 300 or higher)
- Three co-requisite courses and labs in math and chemistry (see list below)

#### Corequisites for the Bachelor of Arts

One year of chemistry and at least one semester of math.

- General Chemistry and lab (CH 109-110, 111-112)\*
- Calculus (MT 100 or 101) or Biostatistics (BI 230)\*

\*Courses routinely used to fulfill these corequisites are indicated in parentheses. However, some higher level courses and alternatives are acceptable. Students interested in these alternatives should consult the departmental website, publications, and advisors.

Students who are interested in majoring in biology and who have a need for alternatives in course scheduling or sequencing should consult a Biology Department advisor as early in their studies as possible. For freshmen, this consultation should preferably take place at summer orientation before registration. Students needing special help in replacing discontinued courses should contact the Department office at 617-552-3540.

Those interested in emphasizing the field of biochemistry in their studies can do so within the Biology major or in addition, consider the alternative interdepartmental Biochemistry major.

#### Biology Upper Division Elective Course Categories

B.S. program majors need five courses with at least one from each of two different categories. Advanced Placement B.S. majors need seven courses with at least one from each of all three categories. Regular B.A. Program majors need three courses from at least two categories. Advanced Placement B.A. Program majors need five courses from all three categories. Consult the biology website for additions and changes to this list.

#### Category One: Molecular Biology, Genetics, and Biochemistry

BI 420 Introduction to Bioinformatics, BI 424 Computational Foundations of Bioinformatics, BI 435 Biochemistry (Biological Chemistry), BI 440 Molecular Biology, BI 454 Literature of Biochemistry, BI 480 Biochemistry Lab, BI 506 Recombinant DNA Technology, BI 515 Biophysical Chemistry, BI 533 Cellular Transport and Disease, BI 535 Structural Biochemistry, BI 580 Molecular Biology Lab, BI 585 Genomics Lab

#### Category Two: Cellular, Developmental, and Organismal Biology

BI 409 Virology, BI 412 Bacteriology, BI 430 Functional Histology, BI 482 Cell Biology Lab, BI 509 Vertebrate Cell Biology, BI 510 General Endocrinology, BI 538 The Cell Cycle, BI 540 Immunology, BI 548 Comparative Animal Physiology, BI 554 Mammalian Physiology, BI 556 Developmental Biology, BI 581 Neuroscience

#### Category Three: Population and Environmental Biology

BI 401 Environmental Biology, BI 442 Principles of Ecology, BI 443 Coastal Field Ecology, BI 445 Animal Behavior, BI 446 Marine Biology, BI 449 Methods in Environmental Field Research, BI 458 Evolution

#### Information for First Year Majors

The normal course load for first term Biology B.S. and B.A. majors is BI 200 Introductory Biology, CH 109 General Chemistry

with laboratory, and MT 100. With appropriate Advanced Placement Exam scores, B.S. students can begin with MT 101 instead and B.A. students can be considered to have completed their math requirement. See the Biology website for details. BI 200 is an introduction to living systems at the molecular, cellular, organismal, and population levels. It is required for regular program Biology and Biochemistry majors and open to others.

First term Advanced Placement Biology B.S. and B.A. majors should enroll directly into BI 304 Molecular Cell Biology and the corequisite BI 310 laboratory as well as in CH 109 General Chemistry with laboratory or CH 117 Principles of Modern Chemistry with laboratory, and MT 100 or MT 101 Calculus or equivalent courses depending on their mathematics background. For details, consult the Biology website.

#### Information for Non-Majors

Non-majors seeking a year-long course in general biology should normally enroll in BI 100-102 Survey of Biology. Prehealth (premedical, pre dental, preveterinary) students should take BI 200-202 Introductory Biology. Those students needing a year-long biology laboratory can enroll in BI 210-211 General Biology Laboratory. In addition, prehealth students who are not majoring in biology should obtain a Premedical Advising Packet from the Premedical Office.

#### Information for Study Abroad

Students in the regular B.S. program, requiring five upper division bio-electives, may apply for approval to take the following major courses abroad: One upper division bio-elective equivalent (Note: No other substitutions for the remaining four required bio-elective courses will be allowed.); Physics with laboratory—calculus based (equivalent to PH 211/203 and/or PH 212/204 or higher); Calculus (equivalent to MT 100 and/or MT 101 or higher). Students should consult the biology FAQ pages in the Undergraduate section of the Biology website (<http://www.bc.edu/biology/>) for general information and updates about studying abroad for Biology majors.

Students in the advanced placement B.S. program, requiring seven upper division bio-electives, may apply for approval to take the following major courses abroad: one upper division bio-elective equivalent per semester abroad to a maximum of two substitutions. (Note: No other substitutions for the remaining five required bio-elective courses will be allowed.); Physics with laboratory—calculus based (equivalent to PH 211/203 and/or PH 212/204 or higher); Calculus (equivalent to MT 100 and/or MT 101 or higher).

Students in the standard Biology B.A. program may apply for approval to take the following major courses abroad: one B.A.-elective equivalent; Calculus equivalent (MT 100 and/or MT 101 or higher), or Biostatistics.

Students in the advanced placement Biology B.A. program, may apply for approval to take the following major courses abroad: one B.A.-elective equivalent course or one bio-elective equivalent during the first semester abroad; Calculus equivalent (MT 100 and/or MT 101 or higher), or Biostatistics. Students studying abroad for two semesters may obtain approval to take one B.A.-elective equivalent and one bio-elective equivalent course abroad.

Specifically approved Boston College courses for the purpose of satisfying the upper division bio-elective requirement are those numbered BI 400 through BI 599, excluding Undergraduate Research (BI 461-467), Tutorials (BI 490), and Advanced Independent Research (BI

499). In order to be considered as a possible substitute for a bio-elective, a course must be a second level course; that is, it must have published biology prerequisites and not be at an introductory level or appropriate for students with no prior college level courses in biology. Students applying to take only one semester of physics abroad must present evidence that the semester abroad will properly complement the semester taken at Boston College to form a comprehensive year long calculus-based physics course with a lab.

Students interested in study abroad should consult the undergraduate FAQ page on the Biology website. Students must meet with Clare O'Connor, Associate Chairperson, or another designated advisor for study abroad advising and course approval. In order to obtain the required prior approval for international courses as bio-elective substitutes or to fulfill corequisite requirements, students need to fill out a Course Approval Form and submit it to the Biology Department along with a copy of the catalog description for each proposed international course. The description should indicate the course level, intended audience, and prerequisites. Such application should be made well in advance and no later than the semester before leaving to study abroad to insure that the course can be reviewed, its course category determined, and adjustments made if needed. The approval process can take several days to weeks (even longer over the summer), so students should plan ahead.

#### **Research Opportunities for Undergraduates**

Research is a fundamental aspect of university science study and the Biology Department encourages interested majors to take advantage of the many undergraduate research programs that are available. There are a variety of research programs that can begin as early as the freshman year. Opportunities with a range of commitment levels are available, from single-semester courses to projects involving four semesters or more. Usually, students are advised to spend at least two (2) semesters on a research project.

Undergraduate Research: BI 461-462 is typically a 6-credit, two-semester commitment where students work on ongoing research projects in laboratories with other students under faculty guidance. Projects can be extended for a second year under Advanced Undergraduate Research (BI 465-467) and enriched by the addition of the Tutorial in Biology (BI 490).

Advanced Independent Research: BI 499 is a 12-credit commitment over two semesters. This program is designed for ambitious and talented undergraduates who are interested in devoting a major portion of their senior year to scholarly, state-of-the-art research of a quality that can lead to publication. Students design, develop, and research their own projects with close faculty supervision. Completion of a written research thesis is required. If the research is of sufficient quality, the student may apply to become a "Scholar of the College", a designation that is permanently assigned to the student's transcript. Applicants are expected to have some prior research experience before applying to the program. In most instances, applicants will have taken BI 461 and/or BI 462 or an equivalent in their junior year.

Undergraduate research projects may involve almost any area of biology. Currently, major faculty research work centers in the fields of cellular and molecular biology, neurobiology and physiology, developmental biology and gene expression, biochemistry, and immunology. For a description of specific areas of faculty research, see the faculty section of the Department website. For information on the above research courses, contact your faculty advisor or the Department office.

#### **Biochemistry Major**

Refer to the Biochemistry section for a description of this interdisciplinary major. Students with questions should contact Dr. Annunziato or the Biology Department office.

#### **Fifth Year B.S./M.S. Program**

Undergraduate biology majors who are engaged in research projects under the guidance of a faculty mentor may apply to enter a five-year B.S./M.S. program during their junior year. Students accepted into the B.S./M.S. program will follow the curriculum for students who enroll in the regular M.S. program, except that two courses taken during senior year may be applied to the credits required for both the B.S. and M.S. degrees. Students will receive the B.S. degree after four years of study when the undergraduate degree requirements are fulfilled. Students will receive their M.S. degree after they have completed the M.S. requirements and successfully defended a thesis describing their M.S. research.

#### **Graduate Program Description**

The Biology Department offers courses leading to the degrees of Doctor of Philosophy and Master of Science. The Master of Science in Teaching (M.S.T.) degree is administered through the Lynch School of Education in cooperation with the Biology Department.

Those seeking admission to the graduate program should have a strong background in biology, chemistry, and mathematics with grades of B or better in these subjects. Deficiencies in preparation as noted by the Admissions Committee may be made up in the graduate school.

The Ph.D. program does not require a specific number of graduate credits; however, the Residence Requirements, as defined by the Graduate School of Arts and Sciences, must be met. The minimum curriculum for Ph.D. students consists of four core courses in genetics, biochemistry, molecular biology, and cell biology (BI 611, BI 612, BI 614, BI 615); two additional graduate level (500 or higher) biology courses; three graduate seminars (800 or higher); and a course in the responsible conduct of research. Ph.D. students are required to do three 10-week research rotations in their first year in the program. In addition, to advance to candidacy for the doctoral degree, students must pass a comprehensive examination and defend a research proposal during their second year.

For the Master's degree, a minimum of 20 graduate course credits are required. This must include the four core courses (see above); two additional graduate level biology courses (500 or higher); one seminar course (BI 800 or higher); and a course in the responsible conduct of research. Two 8-week research rotations are also required.

Both M.S. and Ph.D. students are expected to attend departmental colloquia (usually Tuesday afternoons). Both degrees require the presentation and oral defense of a thesis based on original research conducted under the guidance of a Biology Department faculty member.

M.S. and Ph.D. students are also expected to participate in teaching undergraduate courses during their course of studies.

For the M.S.T. degree, course requirements vary depending upon the candidate's prior teaching experience; however, all master's programs leading to certification in secondary education include practical experiences in addition to course work. Students seeking certification in Massachusetts are required to pass the Massachusetts Educators Certification Test. For further information on the M.S.T., please refer to the Lynch School of Education section, Master's Programs in Secondary Teaching, or call the Office of Graduate Admissions, LSOE, at 617-552-4214.

**Undergraduate Course Offerings**

**Note:** Future course offerings and courses offered on a periodic basis are listed at <http://www.bc.edu/courses/>.

**BI 100 Survey of Biology I (Fall: 3)****Satisfies Natural Science Core Requirement**

Offered without a laboratory, this course is intended to investigate fundamental issues in biology and is targeted at the non-biology major. The course is offered in two parts, although they may be taken in reverse order, if necessary. The fall semester focuses on the nature of scientific investigation, the origins of life, biomolecules, cell structure, and molecular genetics. Evolutionary processes and the effects of environmental change on living systems are stressed throughout the course.

*Silward Kool*

*Eric Strauss*

**BI 102 Survey of Biology II (Spring: 3)****Satisfies Natural Science Core Requirement**

This course is a continuation of BI 100. The spring semester topics focus on biology at the organismal and population level. Topics include population genetics, evolution of new species, extinction, neurophysiology, behavior, conservation biology, and human evolution.

*David Krauss*

*Eric Strauss*

**BI 130 Anatomy and Physiology I (Fall: 3)**

*Corequisite:* BI 131

**Does not satisfy the Natural Sciences Core requirement.** This course is restricted to School of Nursing students. Other students may be admitted only during the drop/add period on a seat-available basis.

This course is an intensive introductory course designed to bring out the correlations between the structures and functions of the various body systems. Each system discussed is treated from microscopic to macroscopic levels of organization. This course is primarily intended to prepare nursing students for their clinical career. Students outside the Connell School of Nursing should consult with the Biology Department.

*Carol Halpern*

**BI 131 Anatomy and Physiology Laboratory I (Fall: 1)**

**Required of Nursing students taking BI 130. Lab fee required.** This course is restricted to School of Nursing students. Other students may be admitted only during the drop/add period on a seat-available basis.

Laboratory exercises intended to familiarize students with the various structures and principles discussed in BI 130 through the use of anatomical models, physiological experiments and limited dissection. One two-hour laboratory period per week.

*Carol Halpern*

**BI 132 Anatomy and Physiology II (Spring: 3)**

*Corequisite:* BI 133

**Does not satisfy the Natural Sciences Core requirement.** This course is restricted to School of Nursing students. Other students may be admitted only during the drop/add period on a seat-available basis.

A continuation of BI 130.

*Carol Halpern*

**BI 133 Anatomy and Physiology Laboratory II (Spring: 1)**

**Lab fee required.** This course is restricted to School of Nursing students. Other students may be admitted only during the drop/add period on a seat-available basis.

A continuation of BI 131.

*Carol Halpern*

**BI 134 Human Physiology I (Fall: 3)****Does not satisfy the Natural Science Core requirement**

A lecture course that focuses on the correlations between the structure and functions of the various systems of the human body. Each system is treated from the microscopic to the macroscopic levels of organization. This course is not intended for students in the Connell School of Nursing.

*Carol Halpern*

**BI 135 Human Physiology II (Spring: 3)**

A continuation of BI 134.

*Carol Halpern*

**BI 161 Nature in American Culture (Fall: 3)****Cross Listed with EN 236****Does not satisfy the Natural Science Core requirement**

Explores cultural attitudes toward the natural world throughout American history. Critical review of a range of texts across a variety of disciplines, from the religious to the political, from the scientific to the poetic, from the legal to the personal, and from the historic to the philosophic.

*Charles Lord*

**BI 163 Understanding Urban Ecosystems: Environmental Law, Policy, and Science (Fall: 3)****Does not satisfy the Natural Science Core requirement**

This course will explore the scientific and legal elements of the protection and restoration of urban environmental resources, with a focus on Massachusetts. Specifically, the course will cover the basic ecology, legal and social history, and legal and political frameworks for the following topics: urban habitat and wildlife, toxic pollution in cities, urban watersheds, urban air quality and public health, and the city as a biological habitat: human behavior and the urban setting. This course will be taught by environmental lawyers, Charles Lord and Aaron Toffler, with several lectures by Professor Eric Strauss, Boston College College Environmental Studies Program Director.

*Charles Lord*

**BI 200 Introductory Biology I (Fall: 3)**

*Prerequisite:* CH 109 or equivalent or permission of department

*Corequisite:* CH 109 or equivalent or permission of department

**Satisfies Natural Science Core Requirement**

An introduction to living systems at the molecular, cellular, organismal and population levels of organization. Required for standard program biology and biochemistry majors who are normally expected to take CH 109 concurrently. Biology and biochemistry majors are advised to enroll in the required BI 310-BI 311 Molecular Cell Biology and Genetics lab series in their sophomore year. Other majors desiring a general biology lab course are advised to enroll in the BI 210-211 lab series, which is not required for majors. Variations from this scheduling pattern are possible, but require departmental approval.

*Laura Hake*

*Karen Muskavitch*

*Marc Muskavitch*

*Donald Plocke, S.J.*

## BI 202 Introductory Biology II (Spring: 3)

*Prerequisite:* CH 110 or equivalent and permission of department

*Corequisite:* CH 110 or equivalent and permission of department

**Satisfies Natural Science Core Requirement**

A continuation of BI 200.

*David Krauss*

*Robert R. Wolff*

## BI 210 General Biology Laboratory I (Fall: 1)

*Prerequisite:* One semester of college-level biology

**This course does not satisfy departmental requirements for biology majors. Lab fee required.**

The first semester of a two-semester introductory biology laboratory for non-biology majors. This course emphasizes constructing hypotheses, designing experiments, interpreting data, and presenting experimental results. Students will receive a practical introduction to the experimental approaches used in three foundation areas of biology: biochemistry and cell biology, physiology and organ systems, and ecology and field biology.

*Michael Piatelli*

## BI 211 General Biology Laboratory II (Spring: 1)

**Lab fee required**

The continuation of BI 210.

*Michael Piatelli*

## BI 214 Capstone Science and Religion: Contemporary Issues (Spring: 3)

**Cross Listed with UN 521**

**Restricted to seniors and second semester juniors.**

See course description in the University Courses section.

*Donald J. Plocke, S.J.*

## BI 216 Epidemics, Disease and Humanity (Fall: 3)

**Satisfies Natural Science Core Requirement**

**Not intended for biology majors**

Major human diseases will be discussed under the themes of poverty and sanitation, sexuality and behavior, inheritance and the environment. Specific topics will include epidemics (such as the plague and influenza), genetically inherited diseases (such as breast cancer), the role of antibiotics and vaccines in controlling diseases, and the role of politics and economics in the treatment of key illnesses (such as smallpox, tuberculosis, and AIDS). Students will learn basic concepts of biology including cell structure and genetics, physiology, immunology, and the special relationship between pathogens and their hosts.

*Mary Kathleen Dunn*

## BI 220 Microbiology (Fall: 3)

*Prerequisite:* BI 130-132

**Does not satisfy the Natural Sciences Core requirement**

**Intended only for nursing students.**

This course is a study of the basic physiological and biochemical activities of microorganisms, effective methods of destruction, mechanisms of drug action on microorganisms, and the application of serological and immunological principles.

*Carol Halpern*

## BI 221 Microbiology Laboratory (Fall: 1)

*Corequisite:* To be taken in conjunction with BI 220.

**Lab fee required**

One two-hour laboratory period per week.

*Alex Gleason*

## BI 224 Health and Science Education Disparities (Spring: 3)

*Prerequisite:* One course in biology

**Satisfies Cultural Diversity Core Requirement**

**Does not satisfy the Natural Sciences Core requirement. This course is limited to 20 students.**

This is a policy course on the current status of African-Americans, Chicanos/Latinos and Native Americans in science. Topics such as health disparities, disparities in science education, Indigenous Peoples health, and the genome project will be discussed. The roles of historically Black colleges and universities, Hispanic serving universities, and tribal colleges in addressing these topics will be covered.

*David Burgess*

## BI 230 Biostatistics (Spring: 3)

**Does not satisfy the Natural Sciences Core requirement**

This course will introduce biology students to the basic statistical techniques that are used in conducting biological and medical research. The course is divided into four parts: (1) descriptive statistics (averages, variability); (2) probability and probability distributions (basic probability theory and the binomial, poison, and normal distributions); (3) statistical inference (parametric and non-parametric tests); and (4) relationships between variables (simple and multiple regression).

*Richard A. McGowen, S.J.*

## BI 304 Molecular Cell Biology (Fall: 3)

*Prerequisite:* BI 200-202 or permission of department

*Corequisite:* BI 310

**Required for majors and recommended for premedical students.**

This course, focusing on molecular cell biology, is designed to give students a foundation in the molecular biology of the cell and in genetics beyond the level offered in first year courses in biology. It serves as excellent preparation for more advanced courses in cell biology, molecular biology and genetics. The fall semester covers cell and molecular biology. The spring semester introduces students to microbial and eucaryotic genetics.

*Anthony Annunziato*

*Junona Moroiannu*

*Clare O'Connor*

*M. Shahabuddin*

## BI 305 Genetics (Spring: 3)

*Prerequisite:* BI 304

*Corequisite:* BI 311

This course focuses on genetics as a continuation of BI 304.

*Clare O'Connor*

*Anne Stellwagen*

## BI 310 Molecular Cell Biology Laboratory (Fall: 2)

*Corequisite:* BI 304

**Lab meets once a week. Lab fee required.**

A laboratory course designed to accompany BI 304 and to introduce students to basic techniques in cell biology, molecular biology, and genetics. Included are exercises in sterile technique, bacterial culture, bacterial transformation, DNA isolation and analysis, restriction enzyme mapping, DNA amplification, protein characterization, and genetic analysis.

*Michael Piatelli*

**BI 311 Genetics Laboratory (Spring: 2)***Prerequisite:* BI 310*Corequisite:* BI 305**Lab meets once a week. Lab fee required.**

A laboratory course designed to accompany BI 305. The course is the continuation of BI 310 and includes basic techniques in molecular biology and genetics.

*Michael Piatelli***BI 390 - 391 Environmental Scholar I and II (Fall/Spring: 3)**

Departmental permission required. This course does not count as a bio-elective for biology majors. By application only. Applications available in the Environmental Studies program office.

A research and internship program with the Environmental Studies Program and the Watershed Institute at Boston College. Year-long projects measure the impacts of human development on urban and suburban ecosystems. Scholars are divided into three teams focusing on field biology, environmental education, and environmental policy. Environmental Scholars participate in the program 10 hours per week and complete a final project each semester for review by the team's faculty mentor. The Scholars also participate in monthly Scholars Workshops and weekly team meetings.

*Eric Strauss***BI 401 Environmental Biology (Fall: 3)***Prerequisites:* BI 200-202

This course focuses on the science behind the major environmental issues facing our society. The course begins with a basic grounding in ecology, but then shifts its focus to human oriented problems. How does the environment affect our society? How do we impact the environment? These are the fundamental questions this course strives to answer. Built around student interests, student presentations are an essential element of this course.

*David Krauss***BI 409 Virology (Fall: 3)***Prerequisite:* BI 304 or permission of the instructor

This course will consider viruses that are important in human infectious disease. Viruses to be examined include Influenza, cancer related viruses such as the Epstein Barr Virus and the human papilloma virus, HIV, and the emerging viruses such as Ebola and the hantaviruses. The role of vaccination in eliminating smallpox and its implication in human infections with a related monkey pox virus will also be discussed. The molecular biology of virus life cycles and issues related to epidemiology and etiology will be considered in the context of infectious disease.

*Kathleen Dunn***BI 410 Cell Culture Laboratory (Fall: 1)***Prerequisites:* BI 304-305, BI 308 or BI 310-311

**Lab fee required. This course can satisfy one credit of the major requirement for additional laboratory credits.**

**This laboratory meets once a week for two hours.**

This course will focus on teaching basic tissue culture and immunohistochemical techniques for growing and identifying cells from mammalian tissue. Students will dissociate and culture cortical neurons using sterile techniques. Growth of the neurons and their newly formed processes will be observed and documented. Antibody labeling and various other techniques will be used to distinguish different classes of growing cells, for example, inhibitory neurons or glial cells.

*Danielle Taghian***BI 412 Bacteriology (Spring: 3)***Prerequisite:* BI 304

A study of microorganisms as examples of independent cellular life forms, as agents of disease, and as contributors to our environment. Topics covered will include the following: microbial growth, the control of microorganisms, antimicrobial chemotherapy, the nature of viruses, recombination and plasmids, the immune response, and microbial diseases of humans.

*Kathleen Dunn***BI 413 Bacteriology Laboratory (Fall/Spring: 1)***Prerequisite:* BI 310**Lab fee required**

Exercises in this laboratory course deal with aseptic techniques, microbial cultivation and growth characteristics, staining and bacterial isolation techniques, differential biochemical tests, identification of unknown bacterial species, and testing effectiveness of antimicrobial agents.

*Kathleen Dunn**Alex Gleason***BI 420 Introduction to Bioinformatics (Fall: 3)***Prerequisite:* BI 304*Corequisite:* BI 304 or consent of instructor

**This course will normally count as an upper division bio-elective. With departmental approval, it can instead count as a math substitute. It cannot count for both.**

Bioinformatics is an emerging field at the confluence of biology, mathematics and computer science. It strives to better understand the molecules essential for life, by harnessing the power and speed of computers. This introductory course requires that students have a basic understanding of molecular biology, genetics, and the Internet, but does not require extensive background in mathematics or programming. Students will learn how to use bioinformatic tools from the public domain, including sequence alignment, protein structure prediction, and other algorithms used in biomedical and biopharmaceutical laboratories, to mine and analyze public domain databases, including GenBank, PDB, and OMIM.

*Peter Clote**Gabor Marth***BI 424 Computational Foundations of Bioinformatics (Spring: 3)***Prerequisites:* Calculus 100, 101

**This course is not open to students who have taken MC 140 and MC 141, or equivalent. This course will normally count as an upper division bio-elective. With departmental approval, it can instead count as a math substitute. It cannot count for both.**

Bioinformatics concerns an array of problems including proteomics (e.g., prediction of protein structure, function and evolution), metabolomics (e.g., inference of metabolic pathways from protein interaction experiments), functional genomics (e.g., inference of putative gene function from microarray data), transcriptomics (e.g., finding genes for transcribed, noncoding RNA involved in posttranscriptional modification events), etc. In this course, you will learn to design and implement computer programs in a scripting language in order to parse biological data, perform simulations, create web engines, and develop new algorithms in bioinformatics. Additionally you will learn fundamental concepts of probability and statistics as applied to bioinformatics.

*Peter Clote*

**BI 430 Functional Histology (Spring: 3)**

*Prerequisites:* BI 200, BI 202, and BI 304

**This course can satisfy the major requirement for either an upper division biology elective or two laboratory credits, but not both.**

This course investigates the microscopic structure of all the tissues and organs of the body as discernible through the light microscope. Special emphasis will be placed on learning how the structure of a tissue or organ reflects its function and its possible clinical significance. There will be two one-hour lectures and one three-hour lab each week.

*Ann G. Yee*

**BI 435 Biological Chemistry (Fall: 3)**

*Prerequisites:* BI 200, CH 231 or permission of the instructor

This course is designed to introduce biology and biochemistry majors to the subject with an emphasis on understanding how a knowledge of biochemical principals is useful to those engaged in biological research at the molecular, cellular, and organismal levels. The material includes the following: (1) the properties, synthesis, and metabolic activities of carbohydrates, amino acids, proteins, lipids, and nucleic acids, and (2) how the biochemical processes meet the energy, biosynthetic, and nutritional requirements of the cell. Reference will be made to alterations in these processes in specific diseases. Students interested in enrolling in a biochemistry laboratory course should see BI 480.

*Daniel Kirschner*

**BI 439 Literature of Cell Biology (Fall: 3)**

*Prerequisite:* BI 304

**Offered Periodically**

This seminar-type course focuses on current topics in cell biology and medical research. Readings are taken from the primary scientific literature.

**BI 440 Molecular Biology (Spring: 3)**

*Prerequisites:* BI 304, CH 231-232

**This course, together with BI 435, satisfies the one year requirement of basic biochemistry for the biochemistry major.**

This course is an intermediate level course in molecular biology with emphasis on the relationship between three-dimensional structure and function of proteins and nucleic acids. Topics will include the following: physical methods for the study of macromolecules, protein folding motifs and mechanisms of folding, molecular recognition, DNA topology, replication, repair and recombination, RNA synthesis and processing, genetic code and translation, and molecular mechanisms for regulation of gene expression.

*Donald Plocke, S.J.*

**BI 442 Principles of Ecology (Fall: 3)**

*Prerequisite:* BI 200-202 or equivalent, or permission of instructor

This course includes readings in and discussions of principles and concepts of modern ecological theory. Ecological relationships will be studied at the individual, population, community, and ecosystem levels. Evolution will be a common theme throughout the course. Past topics have included mathematical models of population growth, behavioral ecology, predator-prey interactions, energy and productivity, and nutrient cycling. If time permits, environmental aspects of ecology will be covered at the end of the course. There will be two required field trips. A limited number of places will be reserved for non-biology majors who have appropriate background experience.

*David Krauss*

**BI 443 Coastal Field Ecology (Fall: 3)**

*Prerequisites:* BI 100-102 or BI 110-112 or BI 200-202 or permission of instructor

This course discusses the ontogeny and natural history of barrier beach systems in New England. Course topics include abiotic factors such as tides and climate, floral and faunal biodiversity and ecology, as well as the conservation of rare ecosystems. Much of the course focuses on projects at the Sandy Neck barrier beach study site on Cape Cod. This course is a suggested prerequisite for students wishing to take Methods in Environmental Research (BI 449). Students interested in participating in field investigation at Sandy Neck should enroll in the one credit course BI 448 Ecological Field Laboratory after speaking with the instructor.

*Peter Auger*

**BI 445 Animal Behavior (Spring: 3)**

*Prerequisite:* One year of an introductory Biology or permission of the instructor

This course will investigate the evolution, development, and adaptive significance of the observed behavior of animals across a broad taxonomic distribution. The course will be structured around major theoretical and research topics in the field including communication, social behavior, reproductive strategies, territoriality, animal cognition, and the role of behavioral studies in the management of endangered species. The class meets twice per week, once each for a 2.5 hour lecture section and a one hour mandatory discussion group. One weekend field trip to the Cape Cod fieldstation is planned and optional field activities are available for interested students.

*Eric Strauss*

**BI 446 Marine Biology (Fall: 3)**

*Prerequisites:* BI 200-BI 202 or permission of instructor

**Course requirements include three field trips.**

After a brief consideration of the history of oceanography, students are familiarized with the various subdivisions of the marine systems. Subsequently, the different phyla of marine organisms are discussed in a systematic fashion, starting with unicellular life forms and ending with the marine mammals. Physical factors of the world's oceans, such as tides, global current patterns, and horizontal stratification are related to the marine trophic structure in its totality. Other topics include seafloor spreading and hydrothermal vents while special attention is given to ecologically important marine habitats, such as estuaries, mangrove and sea grass communities, and coral reefs.

*Silvard Kool*

**BI 448 Ecological Field Laboratory (Fall: 1)**

*Prerequisite:* Permission of the instructor

This course provides students with the firsthand opportunity to visit, study, and otherwise experience the natural field conditions that are discussed in their Coastal Field Ecology course (BI 443), which is taken concurrently. A minimum of 15 hours will be spent in the field with a professional ecologist examining various components and conditions of the environment that make up natural coastal ecosystems.

*Peter Auger*

**BI 449 Methods in Environmental Field Research (Spring: 3)**

*Prerequisite:* At least one course in Ecology, Coastal Science, or Animal Behavior and instructor's consent.

**Enrollment limited to 10 students. One (1) credit lab fee required.**

Intended for juniors potentially interested in pursuing some type of organismal independent science project during their senior year. Methods used in environmental field ecology encompass areas associated with animal behavior, field biology and public health. This course will satisfy two credits of the biology major laboratory requirement.

*Peter Auger*

**BI 454 The Literature of Biochemistry (Spring: 3)**

*Prerequisites:* Biochemistry, BI 435, or CH 561

This seminar-type course focuses on current topics in biochemistry and medical research. Topics include aging and telomerase, prions (the infective agent of Mad Cow Disease), nitric oxide (a tiny molecule with an astonishing variety of hormone-like effects), mammalian cloning, cancer and cell cycle regulation, the biochemistry of anthrax, and others. This course provides depth in specific areas, enabling students to gain a refined understanding of the means and methods of experimental science as well as an appreciation for some of its latest products.

*Arlene Wyman*

**BI 458 Evolution (Fall/Spring: 3)**

*Prerequisites:* BI 200-202

This course examines the processes of evolution and the sequence of events that lead to the introduction of new forms of life, as corroborated by the fossil record. Specific topics include: the history of the development of evolutionary theory, the development of methods for reconstructing evolutionary patterns, speciation, adaptive radiation, population genetics, evolutionary convergence, mass extinction, biogeography, possible relationships between past and present-day organismal diversity, and the three major methods used for determining phylogenetic relationships among organisms. Course requirements include one field trip.

*Silvard Kool*

*David Krauss*

**BI 459 Internship in Environmental Studies (Spring: 1)**

*Prerequisite:* Departmental permission required

*Eric Strauss*

**BI 461-462 Undergraduate Research (Fall/Spring: 3)**

*Prerequisite:* Permission of the chairperson

**Lab fee per semester required.**

Students completing two semesters of undergraduate research within courses BI 461, 462, 465, and 466 can, with departmental approval, substitute these two semesters for one bio-elective. Alternatively, majors can use one of these undergraduate research courses to fulfill two credits of the additional lab requirement. Three semesters of undergraduate research is needed for both a bio-elective substitution and the lab credits. Undergraduate students of advanced standing may participate in research projects in the laboratory of a faculty member.

*The Department*

**BI 463-464 Research in Biochemistry (Fall/Spring: 3)**

*Prerequisite:* Permission of the chairperson

**Lab fee per semester required**

Undergraduate students of advanced standing may participate in research projects in the laboratory of a faculty member.

*The Department*

**BI 465-466 Advanced Undergraduate Research I and II (Fall/Spring: 3)**

*Prerequisite:* Permission of the chairperson

**Lab fee per semester required**

Designed for students who have completed two semesters of undergraduate research under course numbers BI 461 through BI 464 and who desire to continue independent research projects under the guidance of department faculty.

*The Department*

**BI 480 Biological Chemistry Laboratory (Fall/Spring: 3)**

*Prerequisite:* BI 435 or equivalent

*Corequisite:* BI 435 or equivalent

**Lab fee required This course can satisfy the major requirement for either an upper division biology elective or for two laboratory credits, but not both.**

This is an advanced-project laboratory for students interested in hands-on training in modern biochemical techniques under close faculty supervision in a new, dedicated laboratory designed for this purpose. In addition to formal lab training and discussion sections, students will have access to the lab outside class hours to work on projects intended to produce publication-quality data. Ideal for students interested in solid grounding for and exposure to academic research in biochemistry.

*Arlene Wyman*

**BI 482 Cell Biology Laboratory (Fall: 3)**

*Prerequisites:* BI 304, BI 305, BI 310, BI 311

**Lab fee required**

**This course can satisfy the major requirement for either an upper division biology elective or for two laboratory credits, but not both.**

This advanced project-based laboratory course is designed for students interested in conducting independent research investigations in cell biology. Student projects will consist of open-ended investigations into cellular stress responses, using fission yeast as a model system. Students will gain experience with eukaryotic cell culture, optical and fluorescent microscopy and the biochemical characterization of cellular macromolecules. In addition to formal lab training and discussion sessions, students will have access to the lab outside of hours to work on their projects, with the goal of generating publishable data.

*Clare O'Connor*

**BI 483 Molecular Biology Laboratory (Spring: 3)**

*Prerequisites:* BI 304, BI 305, BI 310, BI 311

**Lab fee required. This course can satisfy the major requirement for either an upper division biology elective or for two laboratory credits, but not both.**

**This course is not open to students who have taken BI 480 Biochemistry Laboratory.**

This course is an advanced project laboratory for hands-on training in the experimental techniques of molecular biology under faculty supervision. In addition to formal lab training and discussions, students will have access to the lab outside class hours to work on projects intended to produce publication quality data. Methods taught include: macromolecular purification, electrophoretic analysis, recombinant DNA and cloning techniques, DNA sequencing, polymerase chain reaction, and the use of computers and national databases for the analysis of DNA and protein sequences. It is ideal for students who desire a solid introduction to the methods of molecular biology through practical training.

*Michael Piatelli*

## BI 489 Internships in Biology (Fall/Spring: 1)

This course provides an undergraduate Biology major, who has the permission of both the dean and the Biology Department, to gain one elective credit for working in association with Biology faculty as an off-campus intern.

*The Department*

## BI 490 Tutorial in Biology (Fall/Spring: 3)

*Prerequisite:* Permission of the instructor and chairperson

This course is a directed study that includes assigned readings and discussions of various areas of the biological sciences.

*The Department*

## BI 499 Advanced Independent Research (Fall/Spring: 6)

**Permission of chairperson required**

See the College of Arts and Sciences section of this Catalog. This course can count as a maximum of one upper-division elective if no other elective credit has been claimed for other research courses.

*The Department*

## BI 555 Laboratory in Physiology (Spring: 1)

*Prerequisite:* BI 200

**This course is intended to complement BI 554, and although it is not a required corequisite of BI 554, it is strongly recommended. Lab fee required.**

This laboratory course investigates the five major organ systems: respiratory, cardiovascular, renal, gastrointestinal, and neurophysiology. The majority of the course consists of real time data acquisition such as spirometry, exercise physiology (running on treadmills), electro cardiograms (EKG), nerve muscle recordings and stimulations, and SDS PAGE on urine samples. Other portions of the lab investigate the visual system as far as information processing and optical illusions and the auditory system with tonotopic mapping and tonograms. One two-hour lab meeting per week is required.

*Marilee Ogren*

## *Undergraduate and Graduate Course Offerings*

### BI 506 Recombinant DNA Technology (Spring: 3)

*Prerequisite:* BI 304-305 (or equivalent) or permission of the instructor

**Offered Biennially**

This course will describe the theory and practice of recombinant DNA technology and its application within molecular biology research. Topics will include the cloning of genes from various organisms, plasmid construction, transcriptional and translational gene fusions, nucleic acid probes, site-directed mutagenesis, polymerase chain reaction, and transgenic animals. The goal of the course is to make the research-oriented student aware of the wealth of experimental approaches available through this technology. There are two lectures per week.

*Charles S. Hoffman*

### BI 509 Vertebrate Cell Biology (Fall: 3)

*Prerequisite:* BI 304

This is an advanced cell biology course focusing on the integration of gene activity, subcellular structure, extracellular signals, and specialized function in vertebrate cells. The course will involve an in-depth study of differentiated cell types, including erythrocytes, nerve and muscle cells, epithelia, and cells of the immune system. The molecular and genetic bases for diseases affecting these cell types will be discussed.

The course will also include recent developments in the area of cell cycle control and the transformation of normal cells into cancerous cells.

*Debra Mullikin-Kilpatrick*

### BI 510 General Endocrinology (Spring: 3)

*Prerequisites:* BI 200-202 or permission of instructor

**Offered Biennially**

Many tissues (e.g., the brain, heart, kidney) as well as the classical endocrine organs (e.g., adrenal, thyroid) secrete hormones. This course is concerned with normal and clinical aspects of hormone action. The effects of hormones (and neurohormones) on intermediary metabolism, somatic and skeletal growth, neural development and behavior, development of the gonads and sexual identity, mineral regulation and water balance, and mechanisms of hormone action will be considered.

*Carol Halpern*

### BI 538 The Cell Cycle (Spring: 3)

*Prerequisites:* BI 304, BI 305

The cell cycle ensures successful cell division and multicellular development. Its importance is evident by the recent Nobel Prizes awarded in Medicine. Mutations in cell cycle and checkpoint genes are found in many cancers and basic research is expected to provide novel therapies. While the concept of cell cycle genes emerged from genetic approaches in yeast, it is applicable to all eukaryotes. Topics covered include: cell division cycle (cdc) genes, cyclin dependent kinases as universal regulators, phosphorylation and irreversible degradation as means to control cell cycle progression, checkpoint pathways and the role of nuclear import and export in checkpoint control.

*Janet Paluh*

### BI 540 Immunology (Spring: 3)

*Prerequisites:* BI 304-305, BI 435 or CH 561, or consent of instructor

This course focuses on the regulation of the immune response at the molecular level. Topics include: the regulation of B and T cell development, function of B and T lymphocytes in the immune response, the molecular basis underlying the generation of antibody and T cell receptor diversity, and antigen processing via MHC I and MHC II pathways. The course will place a heavy emphasis on experimental approaches to study immune regulation and will make extensive use of the research literature in order to cover recent advances in areas such as lymphocyte activation, tolerance, and clonal deletion.

*Jennifer Mataraza*

### BI 554 Physiology (Spring: 3)

*Prerequisites:* BI 200-202

This is a study of the fundamental principles and physicochemical mechanisms underlying cellular and organismal function. Mammalian organ-systems will be studied, with an emphasis on neurophysiology, cardiovascular function, respiratory function, renal function, and gastro-intestinal function. An optional laboratory (BI 555) is also offered.

*Marilee Ogren*

### BI 556 Developmental Biology (Fall: 3)

*Prerequisite:* BI 304 and 305, or permission of the instructor

Developmental biology is in the midst of a far-reaching revolution that profoundly affects many related disciplines including evolutionary biology, morphology, and genetics. The new tools and strategies of molecular biology have begun to link genetics and embryology and to reveal an incredible picture of how cells, tissues, and organisms

differentiate and develop. This course describes both organismal and molecular approaches which lead to a detailed understanding of (1) how it is that cells containing the same genetic complement can reproducibly develop into drastically different tissues and organs, and (2) the basis and role of pattern information in this process.

*Laura Hake*

**BI 557 Neurochemical Genetics (Fall: 3)**

*Prerequisite:* BI 305 and BI 435

**Offered Periodically**

The course will cover such current topics as gene expansion, genomic imprinting, and multifactorial inheritance. These topics are presented in relationship to Huntington's disease, Tay-Sachs disease, Alzheimer's disease, multiple sclerosis, autism, and complex multifactorial diseases including brain tumors and epilepsy. Also presented are strategies for gene and dietary based therapies for neurological diseases.

*Thomas N. Seyfried*

**BI 572 Neuroscience I (Fall: 3)**

**Cross Listed with PS 572**

This course is the first in a two-course sequence that presents an advanced and comprehensive treatment of various topics in the broad field of neuroscience. The emphasis is on the mammalian (including human) brain and the course content is similar to that taught in medical schools. In addition to the text book, readings of current research articles will be assigned. Topics covered in the first semester include: historical foundations of neuroscience; neurocellular anatomy; neurophysiology, synaptic mechanisms, and neurotransmitter systems; neuroanatomy; developmental neurobiology; sensory systems.

*Marilee Ogren*

*Thomas Seyfried*

**BI 573 Neuroscience II (Spring: 3)**

*Prerequisite:* BI 572

**Cross Listed with PS 573**

A continuation of BI 572 Neuroscience I. Topics covered in the second semester include: motor systems; sleep, arousal, and attention; neuroendocrine systems and behavior; neurobiology of motivation and emotion; neurobiology of learning and memory; cognitive neuroscience; mental illness; neural mechanisms of drug addiction.

*Michael Numan*

*Jon Horvitz*

**BI 585 Genomics Laboratory (Spring: 3)**

*Prerequisite:* BI 310 and BI 311

This laboratory is a hands-on introduction to the foundations of functional genomics. The course incorporates both lecture format and laboratory time. The goal of the course is to familiarize students with concepts in reverse and forward genetics such as mutation detection, targeted mutagenesis, mutant library generation, mapping and sequence analysis.

*Stephen Wicks*

**Graduate Course Offerings**

**BI 611 Advanced Genetics (Fall: 2)**

This course is designed for graduate students who have successfully completed an undergraduate genetics course. Topics include the principles of DNA replication and repair, transmission genetics, microbial genetics, transposition, epistasis and complementation, and gene mapping.

*The Department*

**BI 612 Graduate Biochemistry (Fall: 2)**

This course is designed for graduate students who have successfully completed an undergraduate biochemistry course. The course concentrates on the biochemistry of biologically significant macromolecules and macromolecular assemblies. Topics include the elements of protein structure and folding, principles of protein purification and analysis, enzymology, nucleic acid biochemistry, and the structure and function of biological membranes.

*The Department*

**BI 614 Graduate Molecular Biology (Spring: 2)**

This course is designed for graduate students who have successfully completed an undergraduate biochemistry course. The course concentrates on the biochemistry of biologically significant macromolecules and macromolecular assemblies. Topics include the elements of protein structure and folding, principles of protein purification and analysis, enzymology, nucleic acid biochemistry, and the structure and function of biological membranes.

*The Department*

**BI 615 Advanced Cell Biology (Spring: 2)**

This course is designed for graduate students who have successfully completed an undergraduate course in cell biology. Topics include the principles of cellular organization and function, regulation of the cell cycle, interactions between cells and cellular signaling pathways.

*The Department*

**BI 799 Readings and Research (Fall/Spring: 3)**

Intended for M.S. students who are acquiring a knowledge of the literature and experimental methods associated with their research projects under the guidance of a faculty research advisor. Participation in research group meetings, journal clubs, data clubs, etc., may be required. A maximum of six credits may be earned from this course.

*The Department*

**BI 801 Thesis Seminar (Fall/Spring: 3)**

A research problem of an original nature will be addressed. This course is designed for M.S. candidates under the direction of a faculty member. A maximum of six credits may be earned from this course.

*The Department*

**BI 805 Departmental Seminar (Fall: 1)**

This is a series of research seminars conducted by leading scientists, both from within the department and from other institutions, that are presented on a regular (usually weekly) basis.

*Marc Muskavitch*

**BI 806 Departmental Seminar (Spring: 1)**

This is a series of research seminars conducted by leading scientists, both from within the department and from other institutions, that are presented on a regular (usually weekly) basis.

*William H. Petri*

**BI 880 Responsible Conduct of Research/Professional Development (Spring: 2)**

**For graduate students in the life sciences.**

Readings, presentations, and discussion centered around issues in the responsible conduct of research and professional development, for graduate students in the life sciences. Topics to be covered include data collection and management; authorship and priority; preparation, review, and publication of peer-reviewed manuscripts; sharing of

research material; grant writing, review, and funding; collegial relationships; human subjects; animals in research; learning styles and undergraduate teaching; mentoring; and career progression.

*Marc Muskavitch*

**BI 888 Interim Study (Fall/Spring: 0)**

Required for Master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for Master's students who have taken up to six credits of Thesis Seminar, but have not yet finished writing their thesis.

*The Department*

**BI 998 Doctoral Comprehensive (Fall/Spring: 1)**

A 1-credit, tuition-based course for students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculated student for the one or two semesters used to prepare for the Comprehensive. This course is non-graded.

*The Department*

**BI 999 Doctoral Continuation (Fall/Spring: 1)**

A 1-credit, tuition-based course for all students who have been admitted to Ph.D. candidacy. Students are required to register and pay the tuition for Doctoral Continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation. This course is non-graded.

*The Department*

**Black Studies**

**Contacts**

- Associate Director: Sandra Sandiford Young, 617-552-3238
- Website: <http://www.bc.edu/blackstudies/>

***Undergraduate Program Description***

Black Studies at Boston College is an interdisciplinary program that offers or cosponsors courses in several disciplines. Through courses in history, literature, sociology, philosophy, theology, and the arts, students may pursue a variety of approaches to understanding the Black experience. To further this goal the Program also offers a minor. In addition, Black Studies sponsors a three week summer study program in the Caribbean for undergraduates who have completed at least one Black Studies course.

***Undergraduate Course Offerings***

**Note:** Future course offerings and courses offered on a periodic basis are listed at <http://www.bc.edu/courses/>.

**BK 104-105 Afro-American History I and II (Fall/Spring: 3)**

**Cross Listed with HS 189**

**Satisfies Cultural Diversity Core Requirement**

See course description in the History Department.

*Karen Miller*

**BK 106 Introduction to Afro-American Literature (Fall: 3)**

**Cross Listed with EN 418**

**Satisfies Cultural Diversity Core Requirement**

This course is a survey of African-American literature from its oral beginnings to the present. Emphasis is on major authors and works that exemplify key elements of language, style, subject, and theme. The course explores the literary treatment of the historical and social experiences of Blacks in the United States.

*Joyce Hope Scott*

**BK 120 Religion in Africa (Fall: 3)**

**Cross Listed with TH 107**

**Satisfies Cultural Diversity Core Requirement**

See course description in the Theology Department.

*Aloysius Lugina*

**BK 121 Christianity in Africa (Spring: 3)**

**Cross Listed with TH 108**

**Satisfies Cultural Diversity Core Requirement**

See course description in the Theology Department.

*Aloysius Lugina*

**BK 151 Race Relations (Fall/Spring: 3)**

**Cross Listed with SC 041**

**Satisfies Cultural Diversity Core Requirement**

See course description in the Sociology Department.

*The Department*

**BK 155 Introduction to African-American Society (Fall: 3)**

**Cross Listed with SC 043**

**Satisfies Cultural Diversity Core Requirement**

See course description in the Sociology Department.

*The Department*

**BK 185 Locating Black Philosophy: What's Race Got to Do with It (Fall: 3)**

**Satisfies Cultural Diversity Core Requirement**

This course will examine the question of *Blackness* from the perspective of Black philosophy. We will develop a working definition of race, Black philosophy, and identity as we explore how theory attempts to account for the African diasporic experience in the New World. We will investigate Black philosophy's foundational theories as a framework for understanding the questions and assertions that have become central to an Africana world view. Race will be one of the recurring, thematic questions in this course. As writer Jean Genet comments, "What is a Black? First of all what's its color?"

*The Department*

**BK 186 Resistance and Transgression in Black (Spring: 3)**

This course deepens the exploration of the way in which the construct of race shapes theoretical discussions about social change. We will examine contemporary African diasporic theories of social uplift, social change, and resistance within the context of current philosophical trends. The course is designed as a follow up to Locating Black Philosophy and therefore assumes a rudimentary understanding of black intellectual history.

*The Department*

**BK 200 Introduction to Black Aesthetic, Music and Empowerment (Spring: 3)**

The Black Aesthetic is a critical concept in understanding the various political, social, economic and cultural struggles waged by African descent people and their struggles in the Americas. We will focus on Black music as one of the principal vehicles Africans in Diaspora used to empower and galvanize their people to embrace an ancestral racial memory that was not erased by slavery, colonialism, institutional racism and European hegemony.

*Lawrence Watson*

**BK 210 Survey of the African-American Societies (Spring: 3)**

Malcolm X defined African-Americans as all people of African descent living in the Western Hemisphere. Given this as true, what then accounts for the differences between African-Americans who are

Brazilians, Jamaicans, Haitians and North Americans? Did the Africans who were brought to the New World just adopt the customs and mores of their captors or bring African traditions with them? This course will show how Africans adjusted to their conditions and survey the Africans adaptation to European domination and the effects of their encounters with European settlers and their descendants in the U.S.A., Africa, the Caribbean and Latin America.

*Sandra Sandiford Young*

**BK 215 Women's Resistance Under Slavery (Fall: 3)**

*Sandra Sandiford Young*

**BK 234 Blacks in the Electronic Media (Fall: 3)**

**Cross Listed with CO 120**

Media shape and reflect perceptions of reality. This course examines the roles and images of African-Americans and other peoples of color in radio and television. It also examines the history and nature of African-American participation in the radio and television industries in front of and behind the cameras and the microphones. The course examines the nature of the world presented by the broadcast media—who inhabits that world, and what do they do in it.

*Lawrence Watson*

**BK 253 Eyes On The Prize: Issues in Civil Rights (Spring: 3)**

This course is a comprehensive history of the people, the stories, the events, and the issues of the civil rights struggle in America. The course focuses on the stories of the little-known men and women who made this social movement and presents the material so that both those who lived through these turbulent years and those too young to remember them will come to know their importance in our lives.

*Derrick C. Evans*

**BK 258 From Slavery to Radicalism: A History of African American Women in the Struggle for Freedom (Fall: 3)**

Beginning with slavery, the course will explore radicalism in the black woman's history of struggle. Strategies for survival for Black women throughout history often began with the expression of radical thoughts and actions. The course seeks to examine these expressions of radicalism of Black women by addressing the constructs of race, revolution and radicalism. The autobiographical works of Angela Davis and Flo Kennedy will lead this academic discourse. It will not merely be a recount of the generalized experiences of black women in American history but rather a radicalized view of gender, race, and blackness as told by African American women in their own words.

*The Department*

**BK 259 African-American Women Leaders in Civil Rights (Spring: 3)**

Using biographical and historical texts as well as audio-visual materials, an attempt will be made to shed light on the significant contributions made by Black women in the Civil Rights Movement. In conformity with the principle of self emancipation, Black women will be presented as their own liberators rather than as appendages to their Black male counterparts. Among those to be studied will be Rosa Parks, Jo Ann Robinson, Daisy Bates, Ella Baker, and Fannie Lou Hame.

*Lyda Peters*

**BK 260 African Literature and Film (Fall: 3)**

This course involves critical reading, writing, research, and discussion about selected literatures and films of the African continent. The course aims to acquaint students with the rich and abundant vitality of traditional and modern Africa as seen through the eyes of African literary artists. The course begins with the African Epic/oral tradition

and moves forward to introduce some major contemporary writers and writing, as well as film and filmmakers. During the course, we will examine some of the historical, political, social and ideological forces that shape modern African literature.

*Dr. Joyce Hope Scott*

**BK 268 The History and Development of Racism (Fall/Spring: 3)**

**Cross Listed with PL 268, SC 268**

**Satisfies Cultural Diversity Core Requirement**

See course description in the PULSE Department.

*Horace Seldon*

**BK 285 Jazz in America (Spring: 3)**

**Cross Listed with MU 322**

See course description in the Music Department.

*Hubert Walters*

**BK 290 Gospel Workshop (Fall/Spring: 1)**

**Cross Listed with MU 096**

See course description in the Music Department.

*Hubert Walters*

**BK 299 Readings and Research (Fall/Spring: 3)**

*The Department*

**BK 305 Terrorism in the New Millennium (Fall: 3)**

This course examines the causes of Terrorism from the standpoint of modern industrialized nations as well as from the standpoint of developing and marginalized states. The history of modern terrorism as a methodology of conventional war as well as a form of asymmetric warfare will be thoroughly examined. The course will review the literature concerning traditional ideologies as well as religious fundamentalism. It will explore the thoughts of military strategist, scholars and lay persons. A major focus will be the role culture plays in the conflict among nations.

*James Woodward*

**BK 325 Revolutionary Cuba: History and Politics (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Cross Listed with HS 325**

**Satisfies Cultural Diversity Core Requirement**

See course description in the History Department.

*Frank F. Taylor*

**BK 410 African-American Writers (Fall: 3)**

**Cross Listed with EN 482**

**Satisfies Cultural Diversity Core Requirement**

See course description in the English Department.

*Henry Blackwell*

**BK 592 Black Studies Minor: Thesis Preparation (Fall/Spring: 3)**

*Prerequisite:* Must be a Black Studies Minor

This is the final requirement for students pursuing the minor in Black Studies. The thesis provides the opportunity to research, analyze intensively, and to write critically about an issue relevant to the African, African-American, or Caribbean experience.

*Frank Taylor*

***Undergraduate and Graduate Course Offerings***

**BK 242 Black Women and Feminism (Fall: 3)**

**Cross Listed with SC 242**

**Satisfies Cultural Diversity Core Requirement**

The course will explore the issues of double discrimination, the matriarchy, overachievement, male/female relationships, and fear of success. These themes will make the connections among the political

priorities Black women must between suffragists and later major American woman's activist organizations and Afro-American women will be offered.

*Elizabeth Hadley*

**BK 266 Rhythm and Blues in American Music (Fall: 3)**  
**Cross Listed with MU 321**

This course examines the elements of rhythm and blues in the Afro-American sense and traces the influence of these elements on American popular and classical music from the early 1900s to the present. Records, tapes, and audio-visual material that include music from the early New Orleans period to present day Jazz/Rock and music videos will be used throughout the course.

*Hubert Walters*

**BK 345 Contemporary Praxis and Ideology (Spring: 3)**  
**Cross Listed with PL 304**

This course reviews the literature to discern why victims of oppression revolt and what methodologies they employ to remedy their situations. It examines human activities and ideas that shape contemporary societies from a Third World perspective and considers their implication for international peace and justice. Black consciousness in southern Africa will be compared to revolutionary consciousness in Central America. Other revolutionary movements in Africa, Asia, and Latin America will also be explored. Analysis of these movements will include a focus on gender discrimination.

*James Woodard*

**BK 350 Racism and American Law (Spring: 3)**

This is a survey course designed to examine some of the legal underpinnings of racism in American law. Specifically, it will examine the legislation and case law beginning when race was introduced to the United States through the institution of slavery to the present debates on Affirmative Action. As such it will focus on the following: the origins of slavery to Emancipation (1619-1863), Emancipation to legalized racial segregation (1863-1896), segregation to desegregation (1896-1954), and desegregation to integration (1954-present). Finally, it will examine the influences of race on the criminal justice system and civil rights legislation.

*Charles Walker, Jr.*

**BK 365 U.S. Foreign Policy and South Africa (Fall: 3)**

This course examines the United States policy toward South Africa from 1948 to the present. The first half of the course compares the history and nation-building processes of the two countries. The second half of the course evaluates the ethics, morality, and geo-political consequences of that policy, including its economic, political and social significance. The Nixon/Ford years and Reagan/Bush years will be thoroughly covered. Other major southern Africa liberation movements will be studied. There will also be an analysis of the role of the United States Free South Africa Movement as influences of U.S. policy towards South Africa.

*James Woodard*

**BK 373 Slave Societies in Caribbean and Latin America (Fall: 3)**  
**Cross Listed with HS 373**

**Satisfies Cultural Diversity Core Requirement**

See course description in the History Department.

*Frank Taylor*

**BK 402 Black Images in Film (Spring: 3)**

*Elizabeth Amelia Hadley*

**BK 493 Diversity and Cross-Cultural Issues (Fall/Spring: 3)**

*Prerequisite:* Permission of Graduate School of Social Work

**Cross Listed with SW 723**

See course description in the Social Work Department.

*The Department*

**BK 500 Caribbean Summer Study (Spring: 3)**

*Prerequisite:* Department permission required. Interested students should apply to Dr. Sandra Sandiford Young, Associate Director of the Black Studies Program, by April 1.

The program will entail a 3-week stay in the Caribbean and visits to two island states, Barbados and Antigua. In Barbados, students will stay in the dormitories at the University of the West Indies and in Antigua, at the Methodist Conference Center. Students participate in an intensive program of lectures and discussions covering: Caribbean history and politics, literature and anthropology, and economic problems. Students have the opportunity of visiting places of historical interest—museums, old sugar plantations, fortifications and the like—and are able to participate in popular festivals like the Crop Over Festival in Barbados and the Antigua carnival.

*Frank Taylor*

**Graduate Course Offerings**

**BK 799 Readings and Research (Fall/Spring: 3)**

*Prerequisite:* Departmental permission

*Frank Taylor*

**Chemistry**

**Faculty**

**Joseph Bornstein**, *Professor Emeritus*; B.S., Boston College; Ph.D., Massachusetts Institute of Technology

**Andre J. de Bethune**, *Professor Emeritus*; B.S., St. Peter's College; Ph.D., Columbia University

**Michael J. Clarke**, *Professor*; A.B., Catholic University; M.S., Ph.D., Stanford University

**Paul Davidovits**, *Professor*; B.S., M.S., Ph.D., Columbia University

**Amir H. Hoveyda**, *Joseph T. and Patricia Vanderslice Millennium Professor*; B.A., Columbia University; Ph.D., Harvard University

**Evan R. Kantrowitz**, *Professor*; A.B., Boston University; A.M., Ph.D., Harvard University

**T. Ross Kelly**, *Thomas A. and Margaret Vanderslice Professor*; B.S., Holy Cross College; Ph.D., University of California at Berkeley

**David L. McFadden**, *Professor*; Chairperson of the Department; A.B., Occidental College; Ph.D., Massachusetts Institute of Technology

**Larry W. McLaughlin**, *Professor*; B.Sc., University of California at Riverside; Ph.D., University of Alberta

**Scott J. Miller**, *Professor*; B.A., Ph.D., Harvard University

**Udayan Mohanty**, *Professor*; B.Sc., Cornell University; Ph.D., Brown University

**Mary F. Roberts**, *Professor*; A.B., Bryn Mawr College; Ph.D., Stanford University

**Dennis J. Sardella**, *Professor*; B.S., Boston College; Ph.D., Illinois Institute of Technology

**Lawrence T. Scott**, *Professor*; A.B., Princeton University; Ph.D., Harvard University

**Marc L. Snapper**, *Professor*; B.S., Union College; Ph.D., Stanford University

**William H. Armstrong**, *Associate Professor*; B.S., Bucknell University; Ph.D., Stanford University

**E. Joseph Billo, Jr.**, *Associate Professor*; B.S., M.S., Ph.D., McMaster University

**Martha M. Teeter**, *Associate Professor*; B.A., Wellesley College; Ph.D., Pennsylvania State University

**Torsten Fiebig**, *Assistant Professor*; Ph.D., University of Göttingen

**Shana O. Kelley**, *Assistant Professor*; B.A., Seton Hall University; Ph.D., California Institute of Technology

**Goran Krilov**, *Assistant Professor*; B.S., Drake University; Ph.D., Columbia University

#### Contacts

- Undergraduate Program Information: 617-552-3605
- Graduate Program Information: Dr. Lawrence Scott, 617-552-8024
- Chemistry Department Main Office: 617-552-3606
- Office Administrator: Joyce Light, joyce.light@bc.edu
- Graduate Program Administrator: Anne Michelson, 617-552-1735, anne.riordan.1@bc.edu
- Receptionist: Cathy Hill, 617-552-3605, catherine.fenton@bc.edu
- Website: <http://www.bc.edu/chemistry/>

#### Undergraduate Program Description

The Chemistry Department offers a flexible curriculum for those who wish to acquire a knowledge of chemistry within the environment of a liberal arts college. The Chemistry Department is approved by the ACS Committee on Professional Training.

#### Major Requirements

The major in chemistry consists of 10 one-semester courses as follows: two semesters of general chemistry with laboratory (CH 109-110 and CH 111-112 or CH 117-118 and CH 119-120), two semesters of organic chemistry with laboratory (CH 231-232 and CH 233-234 or CH 241-242 and CH 233-234), one semester of analytical chemistry with laboratory (CH 351 and CH 353), one semester of inorganic chemistry with laboratory (CH 222 and CH 224), two semesters of physical chemistry (CH 575-576), one semester of advanced laboratory (CH 566), and one semester of biochemistry (CH 561). In addition, the following are required: two semesters of physics with laboratory (PH 211-212 and PH 203-204), and three semesters of calculus (MT 102-103 and MT 202).

The preceding fulfills the Boston College requirements for a B.S. degree in chemistry. For this degree to be certified by the American Chemical Society, two additional chemistry laboratory electives are required, usually CH 591-592.

The recommended sequence for the Chemistry major is as follows:

*First year:* CH 109-110 General Chemistry with Laboratory or CH 117-118 Principles of Modern Chemistry with Laboratory; two semesters of Physics with Laboratory (PH 209-210 or 211-212 with PH 203-204); two semesters of Calculus (MT 102-103); four Core courses.

*Second year:* CH 231-232 Organic Chemistry or CH 241-242 Honors Organic Chemistry with Laboratory; CH 351 Analytical Chemistry with Laboratory; CH 222 Introduction to Inorganic Chemistry with Laboratory; MT 202 Calculus (MT 305 in second semester is recommended); four elective or Core courses.

*Third year:* CH 575-576 Physical Chemistry; CH 556 Advanced Chemistry Laboratory; six elective or Core courses.

*Fourth year:* CH 561 Biochemistry I (CH 562 in second semester is recommended); seven elective or Core courses.

Note: All courses numbered 500 and above have as a prerequisite previous courses in organic, inorganic, and analytical chemistry.

#### Information for First Year Majors and Non-Majors

Students who intend to be Chemistry or Biochemistry majors must enroll in CH 109 General Chemistry and CH 111 General Chemistry Laboratory, or CH 117 Principles of Modern Chemistry and CH 119 Modern Chemistry Laboratory. The choice of chemistry or biochemistry as a major requires that certain courses in other disciplines be taken as soon as possible.

#### Minor Requirements

The minor in chemistry consists of six courses. Two semesters of general chemistry (CH 109-110 or CH 117-118, with associated laboratories) are required as the introductory courses for the minor. Four additional chemistry courses chosen in consultation with a faculty advisor and approved by the Director of the departmental minor, please contact the Chemistry Main Office for signature (Merkert 125, ext. 23605). Normally, two of the four additional courses would be Organic Chemistry I and II, but other selections might be better choices, depending on the student's objective in attaining the minor.

The following courses for non-science majors cannot be used to complete the minor: CH 105 Chemistry and Society I, CH 106 Chemistry and Society II or CH 163 Life Science Chemistry.

#### Information for Study Abroad

Before going abroad, Chemistry majors must have completed the following prerequisites: General Chemistry, CH 109-110 or CH 117-118 and lab; Organic Chemistry, CH 231-232 or CH 241-242 and lab; Analytical Chemistry, CH 351 and lab; Inorganic Chemistry, CH 222 and lab; Calculus, MT 102-103 and MT 202; Physics, PH 211-212 and lab. Exceptions must be approved by the Department.

In order for a course studied abroad to count for major credit, prior department approval is required for each course. Students must meet with the Department study abroad advisor, Professor David McFadden, for course approval, advisement, and planning.

#### Fulfilling the Core Science Requirement

The requirement of two courses in natural science may be fulfilled by any of the following courses: CH 105, CH 106, CH 109 with CH 111, or CH 110 with CH 112. The courses specifically intended for students who are not science majors are CH 105 and CH 106.

#### Biochemistry Major

Refer to the Biochemistry section for a description of this interdisciplinary major.

#### Graduate Program Description

The Department of Chemistry offers programs leading to the degrees of Doctor of Philosophy and Master of Science in Teaching in inorganic, organic, physical, and biological chemistry. The Master of Science in Teaching (M.S.T.) program is administered through the Lynch School of Education in cooperation with the Department of Chemistry. It requires admission to both the Lynch School of Education Graduate Programs and to the Department of Chemistry. Course requirements vary depending upon the candidate's prior teaching experience; however, all master's programs leading to certification in secondary education include practical experiences in addition to course work. Students seeking certification in Massachusetts are required to pass the Massachusetts

Educators Certification Test. For further information on the M.S.T., please refer to the Lynch School of Education Graduate Programs section, Master's Programs in Secondary Teaching, or call the Office of Graduate Admissions, LSOE, at 617-552-4214.

All first year graduate students take entry examinations in inorganic, organic, chemical biology, and physical chemistry. These exams are designed to determine core course curriculum and not to waive course requirements.

### Degree Requirements

Every student is expected to attain a grade point average of at least 2.50 at the end of his or her second semester in the Graduate School and to maintain it thereafter. If this standard is not met, the student may be required to withdraw from the graduate program. There is no total credits requirement for the Ph.D. degree; 18 credits and a thesis are required for the Master of Science (M.S.) degree.

At the end of the second year, Ph.D. candidates must pass an oral exam that stresses material from their own research specialty and other related areas. Members of the student's thesis committee comprise the exam committee. Students who do not pass this exam will be asked to do one of the following: repeat the oral exam (for a final time), complete the requirements for an M.S. degree, or withdraw from the program.

The Master's degree requires that the student complete a minimum of 18 graduate credits of coursework, where students typically accumulate 12 to 15 credits of coursework during the first year of study. In the second year, the course(s) selected will depend on research area and should be chosen in consultation with the research advisor. Students should register for CH 997 Master's Comprehensive during the semester in which they intend to submit and defend their M.S. thesis.

The Comprehensive Examination for the M.S. degree is a public, oral defense of the student's research thesis. The Ph.D. Comprehensive Examination consists of a series of cumulative examinations that test the student's development in his or her major field of interest, and critical awareness and understanding of the current literature.

Both the M.S. and Ph.D. degrees require a thesis based upon original research, either experimental or theoretical. For the Ph.D. candidate, a thesis project involving a sustained research effort (typically requiring 4-6 years) will begin usually during the first semester of study. An oral defense of the dissertation before a faculty thesis committee completes the degree requirements. A public presentation of the thesis is also required.

Some teaching or equivalent educational experience is required. This requirement may be satisfied by at least one year of service as a teaching assistant or by suitable teaching duties. Arrangements are made with each student for a teaching program best suited to his/her overall program of studies. Waivers of teaching requirements may be granted under special circumstances with the approval of the Director of Graduate Studies or Chairperson.

### Undergraduate Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at <http://www.bc.edu/courses/>.

#### CH 105-106 Chemistry and Society I and II (Fall/Spring: 3)

**Satisfies Natural Science Core Requirement**

**For non-science majors or for those who do not require a lab science course**

This is a two semester sequence with the emphasis during the first semester placed on basic chemical principles and their application to environmental issues. Topics covered include air and water pollution,

global warming, ozone depletion, hazardous waste, energy use and alternative energy sources. The goal of the course is to develop a knowledge base from which one can make intelligent decisions about local global environmental issues as well as formulate solutions to the ever-increasingly complex problems of today's technological society.

*William H. Armstrong*

#### CH 107 Frontiers in the Life Sciences (Fall: 3)

Frontiers in Life Sciences, which serves as a Core chemistry course, will introduce students to basic concepts in chemistry (elements, molecules, bonding, states of matter, chemical reactions, etc.) and use these to explore current topics such as acid rain, recombinant DNA technology (e.g., the Human Genome Project, DNA fingerprinting, disease detection), medical techniques (CAT scans, MRI) and therapies.

*Mary F. Roberts*

#### CH 109-110 General Chemistry I and II (Fall/Spring: 3)

**Prerequisite:** One year of high school chemistry

**Corequisite:** CH 111, CH 112, CH 113, CH 114

**Satisfies Natural Science Core Requirement**

This course is intended for students whose major interest is science or medicine. It offers a rigorous introduction to the principles of chemistry, with special emphasis on quantitative relationships, chemical equilibrium, and the structures of atoms, molecules, and crystals. The properties of the more common elements and compounds are considered against a background of these principles and the periodic table.

*Paul Davidovits*

*Dennis J. Sardella*

*Neil Wolfman*

#### CH 111-112 General Chemistry Laboratory I and II (Fall/Spring: 1)

**Lab fee required**

Laboratory required of all students enrolled in CH 109. One three-hour period per week.

*The Department*

#### CH 113-114 General Chemistry Discussion I and II (Fall/Spring: 0)

Required of all students in CH 109. Discussion of lecture topics and problem-solving methods, in small groups.

*The Department*

#### CH 117 Principles of Modern Chemistry I (Fall: 3)

**Prerequisites:** Permission of instructor

**Corequisites:** CH 119, 121

**Satisfies Natural Science Core Requirement**

This course is intended for students from any major (including undecided) with a strong foundation and interest in chemistry. CH 117 begins with the theoretical description of atomic and molecular structure and with examples of modern experimental techniques for visualizing and manipulating individual atoms and molecules. The laws of thermodynamics and kinetics are studied to understand why chemical reactions occur at all, why it is that once reactions start they can't go all the way to completion, and how molecules act as catalysts to speed up reactions without being consumed themselves.

*David L. McFadden*

#### CH 118 Principles of Modern Chemistry II (Spring: 3)

**Prerequisite:** CH 117

**Corequisite:** CH 120, CH 122

**Satisfies Natural Science Core Requirement**

This is the second part of a one-year course that serves as the Honors alternative to the two-semester General Chemistry CH 109-

110. This course will build upon the chemical fundamentals that were covered in the first semester to introduce organic chemistry as well as its physical basis. Topics to be covered include the structure and reactivity of organic compounds. An emphasis on biologically relevant structures will highlight an interdisciplinary presentation.

*Larry W. McLaughlin*

**CH 119-120 Modern Chemistry Laboratory I and II (Fall: 1)**

**Lab fee required**

Laboratory required for all students enrolled in CH 117-118. This laboratory course stresses discovery-based experiments. It uses state-of-the-art instrumentation to illustrate the principles discussed in CH 117-118, and introduces students to techniques used in modern chemical research. One three-hour period per week.

*David L. McFadden*

**CH 121-122 Modern Chemistry Discussion I and II (Fall/Spring: 0)**

Required of all students in CH 117. Discussion of lecture topics and problem-solving methods in small groups.

*The Department*

**CH 161 Life Science Chemistry (Fall: 3)**

*Corequisite:* CH 163

This course first introduces basic chemical principles, in preparation for a discussion of the chemistry of living systems that forms the major part of the course. Organic chemical concepts will be introduced as necessary, and applications will be made wherever possible to physiological processes and disease states that can be understood in terms of their underlying chemistry.

*Kenneth R. Metz*

**CH 163 Life Science Chemistry Laboratory (Fall: 1)**

**Lab fee required**

A laboratory course that includes experiments illustrating chemical principles and the properties of compounds consistent with CH 161.

*The Department*

**CH 222 Introduction to Inorganic Chemistry (Spring: 3)**

*Prerequisites:* CH 109-110

*Corequisite:* CH 224

Topics include the following: principles of structure and bonding, ionic and covalent bonding, acid-base concepts, coordination chemistry, organometallic chemistry, and inorganic chemistry in biological systems.

*William H. Armstrong*

**CH 224 Inorganic Chemistry Laboratory (Spring: 1)**

**Lab fee required**

Laboratory required of all students enrolled in CH 222. One four-hour period per week.

*William H. Armstrong*

**CH 231-232 Organic Chemistry I and II (Fall/Spring: 3)**

*Prerequisites:* CH 109-110, CH 231, CH 233

*Corequisites:* CH 233, CH 235, CH 234, CH 236

An introduction to the chemistry, properties, and uses of organic compounds. The correlation of structure with properties, reaction mechanisms, and the modern approach to structural and synthetic problems are stressed throughout. In the laboratory, the aim is acquisition of sound experimental techniques through the synthesis of selected compounds.

*T. Ross Kelly*

*Lawrence T. Scott*

**CH 233-234 Organic Chemistry Laboratory I and II (Fall/Spring: 1)**  
**Lab fee required**

Laboratory required of all students enrolled in CH 231-232. One four-hour period per week.

*The Department*

**CH 235-236 Organic Chemistry Discussion I and II (Fall/Spring: 0)**

Required of all students in CH 231-232. Discussion of organic synthesis design, spectroscopic analysis, reaction mechanisms and other lecture topics in small groups.

*The Department*

**CH 241-242 Honors Organic Chemistry I and II (Fall/Spring: 3)**

*Prerequisites:* CH 117-118

*Corequisites:* CH 233, CH 245

**Registration with instructor's approval only.**

This course is a continuation of the CH 117-118 honors sequence and will concentrate on the structure, bonding and reactivity of organic compounds. Particular emphasis will be placed on stereochemistry, conformational analysis, reaction mechanisms, principles of organic synthesis, and modern spectroscopic methods.

*T. Ross Kelly*

**CH 245-246 Honors Organic Chemistry Discussion I and II (Fall/Spring: 0)**

Required of all students in CH 241. Discussion of organic synthesis design, spectroscopic analysis, reaction mechanisms, and other lecture topics in small groups.

*The Department*

**CH 351 Analytical Chemistry (Fall: 4)**

*Prerequisites:* CH 109-110

*Corequisites:* CH 353, CH 355

This course is an introduction to the principles and practice of analytical chemistry, including wet chemical methods and instrumental methods. In the laboratory, the aim is the acquisition of precise analytical techniques.

*Kenneth R. Metz*

**CH 353 Analytical Chemistry Laboratory (Fall: 0)**

**Lab fee required**

Laboratory required of all students enrolled in CH 351. One four-hour period per week.

*Kenneth R. Metz*

**CH 355 Analytical Chemistry Discussion (Fall: 0)**

Required of all students in CH 351. Discussion of lecture topics and problem-solving methods, in small groups.

*Kenneth R. Metz*

**CH 391 Undergraduate Research I and II (Fall/Spring: 3)**

*Prerequisites:* CH 109-110

**Arrangement with an individual faculty member and departmental permission are required. CH 591-592 or CH 593-594 cannot be taken concurrently.**

Sophomores or juniors who show exceptional ability may engage in an independent research project under the supervision of a faculty member. The experimental work will be preceded by library research on the project and training in essential laboratory techniques.

*The Department*

**CH 461 Biochemistry (Chemistry Majors) (Fall: 3)**

This course will provide chemistry majors with an introduction to biological molecules. The emphasis will be on basic chemical and physical properties of biomolecules (proteins, nucleic acids, carbohydrates, lipids), enzyme mechanisms, natural products and drug design, and biotechnological uses of biopolymers.

*Larry W. McLaughlin*

**CH 473 Physical Chemistry (Biochemistry Majors) (Spring: 3)**

*Prerequisites:* CH 231-232, MT 100-101, PH 211-212 (or equivalent)

This course is an introduction to physical chemistry. Topics covered are the following: thermodynamics, phase behavior, chemical kinetics, quantum mechanics and spectroscopy. Applications to biochemical systems are emphasized.

*Mary R. Roberts*

**CH 495-496 Advanced Research in Chemistry I and II (Fall/Spring: 6)**

**Seniors only.** A minimum GPA of 3.67, arrangement with an individual faculty member and department permission are required. Students must submit a written proposal to Prof. Lynne O'Connell, Chair of the Chemistry Undergraduate Studies Committee, by April 15 (November 1 for December graduates). This is a two-semester course and may not be taken for only one semester.

An independent research project performed under the supervision of a faculty member. Seniors whose projects are judged by the Department to be of the highest quality will be nominated for Scholar of the College recognition at Commencement. (See "Scholar of the College" in the College of Arts and Sciences section of this catalog for more details.)

*The Department*

**CH 497-498 Advanced Research in Biochemistry I and II (Fall/Spring: 6)**

**Seniors only.** A minimum GPA of 3.67, arrangement with an individual faculty member and department permission are required. Students must submit a written proposal to Prof. Evan Kantrowitz by April 15 (November 1 for December graduates). This is a two-semester course and may not be taken for only one semester.

An independent research project performed under the supervision of a faculty member. Seniors whose projects are judged by the Department to be of the highest quality will be nominated for Scholar of the College recognition at Commencement. (See "Scholar of the College" in the College of Arts and Sciences section of this catalog for more details.)

*The Department*

**CH 575 Physical Chemistry I (Fall: 3)**

*Prerequisites:* CH 231-232, MT 202, PH 211-212 (or equivalent)

This course deals with the foundations and applications of thermodynamics. Topics include first and second laws of thermodynamics, phase diagrams, phase stability, phase transitions, properties of simple mixtures, chemical equilibrium, and properties of ions in solutions.

*Udayan Mohanty*

**CH 576 Physical Chemistry II (Spring: 3)**

*Prerequisite:* CH 575

This course is an introduction to the principles of reaction kinetics, kinetic molecular theory, and quantum mechanics of atoms and molecules. Chemistry graduate students may register for this course only if they are advised to do so by the Department.

*Torsten Fiebig*

**CH 591-592 Introduction to Chemical Research I and II (Fall/Spring: 3)**

**Seniors only.** Arrangement with an individual faculty member and department permission are required. This is a two-semester course and may not be taken for only one semester.

The essential feature of this course is an independent research project performed under the supervision of a faculty member. The individual work will be preceded by a series of lectures and demonstrations on the use of the library and several essential laboratory techniques.

*The Department*

**CH 593-594 Introduction to Biochemical Research I and II (Fall/Spring: 3)**

**Seniors only.** Arrangement with an individual faculty member and department permission are required. This is a two-semester course and may not be taken for only one semester.

Independent research in biochemistry to be carried out under the supervision of a faculty member. A written report and an oral presentation are required at the end of the second semester.

*The Department*

***Undergraduate and Graduate Course Offerings***

**CH 511-512 Electronics Seminar I and II (Fall/Spring: 3)**

*Prerequisite:* Permission of instructor

This is an introductory course in practical electronics. The student will gain hands-on experience by constructing a selected electronics project. Electronic components will be introduced and fundamental theory related to the project will be presented.

*Richard Pijar*

**CH 515-516 Biochemistry Discussion I and II (Spring: 0)**

*Corequisite:* CH 561

Discussion of lecture topics and problem-solving methods, in small groups.

*The Department*

**CH 523 Organometallic Chemistry (Spring: 3)**

**Offered Periodically**

This course will present concepts of organometallic chemistry, i.e., the chemistry of compounds that have bonds between metals and carbon. Organotransition metal chemistry will be emphasized. Among the areas to be covered will be: structure and bonding in organotransition metal complexes, ligand systems, catalysis, polymerizations, common reactions, and applications in organic synthesis. The course is intended for graduate students and advanced undergraduates who have completed or are currently enrolled in organic and inorganic chemistry courses.

*Amir H. Hoveyda*

**CH 531 Modern Methods in Organic Synthesis I (Spring: 3)**

Survey and analysis of reactions employed in the synthesis of medicinally significant compounds. An in-depth understanding of the physical basis for these transformations is emphasized. Topics will relate fundamental structural and electronic properties to issues of chemical reactivity. An emphasis will be placed on carbon-carbon bond and ring forming reactions.

*Marc L. Snapper*

**CH 533 Intermediate Organic Chemistry (Fall: 3)**

This course will extend understanding of structure, bonding and reactivity in organic systems. Particular emphasis will be placed on stereochemistry, conformational analysis, reaction mechanisms, principles of organic synthesis, and relevance to biological systems.

*Scott J. Miller*

**CH 537 Mechanistic Organic Chemistry (Fall: 3)**

This course will explore factors influencing organic reaction mechanisms and methods for their determination. A partial list of the topics to be covered includes chemical bonding and consequences for structure and reactivity; steric, electronic and stereoelectronic effects; conformational analysis; thermodynamic and kinetic principles; applications of molecular orbital theory; and reactive intermediates.

*Amir H. Hoveyda*

**CH 539 Principles and Applications of NMR Spectroscopy (Fall: 3)**

This course will provide a detailed understanding of the principles and applications of NMR spectroscopy. The course is intended for chemistry and biochemistry students who will use NMR in their research. Four general aspects of NMR will be considered: theoretical, instrumental, experimental, and applied. Emphasis will be placed on understanding the theoretical concepts and experimental parameters necessary to acquire, process, and interpret NMR spectra.

*John Boylan*

**CH 544 Modern Methods in Organic Synthesis II (Fall: 3)**

*Prerequisite:* CH 531

Survey and analysis of contemporary strategies employed in the synthesis of medicinally significant natural and unnatural products. Examine the creativity and logic of approaches toward medicinally important compounds. Topics will include novel strategies toward synthetic problems, landmark total syntheses, as well as, issues in the current chemical literature.

*Marc L. Snapper*

**CH 556 Advanced Chemistry Laboratory (Spring: 3)**

**Lab fee required**

This is a one semester chemistry laboratory course designed primarily for juniors and seniors. Emphasis will be placed on developing the skills and techniques required to perform modern chemical experiments. Interpretation and presentation of data will also be stressed. The laboratories will include experiments from thermodynamic, kinetic, spectroscopic, electrochemical, and chromatographic areas. In addition, basic experimental techniques, experimental design, safe laboratory practices, and identification and estimation of sources of error in measurements will be included in each experiment. Two 4-hour laboratory periods per week.

*Kenneth Metz*

**CH 560 Principles of Chemical Biology (Fall: 3)**

*Prerequisites:* CH 231-232 or equivalent

An introduction to the chemistry of biological macromolecules including proteins, nucleic acids and carbohydrates. Students will learn the structure and nomenclature of the monomer building blocks as well as the macromolecules. Chemical principles that define secondary and tertiary biomolecular structure as well as state-of-the-art chemical (or chemical-biological) synthetic procedures will be presented. Examples of specific types of binding interactions, catalysis or recognition processes as viewed from a chemical perspective will be discussed.

*Steven D. Bruner*

*Shana O. Kelley*

**CH 561-562 Biochemistry I and II (Fall/Spring: 3)**

*Prerequisite:* CH 231-232 or equivalent

*Corequisite:* CH 515

This course is a two-semester introductory-level course in biochemistry. Topics in the first semester concentrate on protein structure and function; bioenergetics; kinetics and mechanisms of enzyme reactions; intermediary metabolism; control of metabolic pathways; and photosynthesis. Topics in the second semester concentrate on the structure of nucleic acids; recombinant DNA technology; mechanisms of gene rearrangements; DNA replication; RNA synthesis and splicing; protein synthesis; control of gene expression; membrane transport; and hormone action. Experimental methods will also be discussed as they relate to course topics.

*Evan R. Kantrowitz*

*Shana O. Kelley*

**CH 565 Chemical Biology: Nucleic Acids (Fall: 3)**

This course will survey the chemical properties and biological functions of DNA and RNA, with special attention to recent developments that have offered insight into the roles of nucleic acids as substrates and catalysts in transcription, translation, and RNA processing. There are no formal prerequisites, but an introductory level course in biological chemistry is suggested.

*Shana O. Kelley*

*Larry W. McLaughlin*

**CH 569 Chemical Biology: Enzyme Mechanisms (Spring: 3)**

An analysis of the specificity and catalysis involved by enzymes for various biochemical transformations. Enzyme structure will be discussed only with respect to substrate binding and functional group transformation. Both general and specific mechanisms involving nucleophilic, electrophilic and redox reactions, as well as the role of coenzymes and various co-factors will be considered.

*Steven D. Bruner*

**CH 577-578 Physical Chemistry Discussion I and II (Fall/Spring: 0)**

Required of all students in CH 575. Discussion of lecture topics and problem-solving methods, in small groups.

*The Department*

**Graduate Course Offerings****CH 589 NMR in Macromolecular Structure Determination**

**(Spring: 3)**

**The course is intended for advanced undergraduate and graduate students with a working knowledge of NMR.**

This course will explore methods for structure determination in macromolecules including peptides, proteins, and nucleic acids. The course will focus on NMR methods currently available to the department, but other complementary methods, such as x-ray, ESR, and molecular modeling (energy minimization and molecular dynamics) will be considered also. It will include a practical component in the NMR laboratory (tailored to address the specific research interests of the students, when possible) and case studies (e.g., gramicidin-S and lysozyme) will be used for illustration.

*John Boylan*

**CH 675 Topics in Physical Chemistry (Fall: 3)**

*Torsten Fiebig*

**CH 765 Chemical Biology: Literature Workshop (Fall: 0)**

This course focuses on developing oral presentation skills and increasing knowledge of the the chemical literature. Each participant is required to make at least two presentations during the semester, either on broad topics and or focused on a single high-impact paper appearing in the recent literature. Feedback on each presentation is collected via email from all participants after every meeting and is distributed to the presenter.

*Steven D. Bruner*

*Shana O. Kelley*

**CH 770 Advanced Physical Chemistry—Dynamics (Fall: 3)**

**Offered Periodically**

The main topics in this course will be molecular reaction dynamics and physical chemistry of surfaces. The topics covered will be: mechanisms of reactive collisions and energy transfer, experimental probes of collision dynamics, thermodynamics of liquid surfaces, surface tension phenomena, surface films, dynamics on surfaces, chaos and pattern formation. The aims of the course are to provide a basic understanding of the subject both from a theoretical and experimental point of view and to develop an intuitive understanding of the subject.

*Paul Davidovits*

**CH 799 Reading and Research (Fall/Spring: 3)**

**Lab fee required**

A course required of Ph.D. matriculants for each semester of research.

*The Department*

**CH 800 Reading and Research (Fall/Spring: 3)**

**Lab fee required**

A course required of Ph.D. matriculants for each semester of research.

*The Department*

**CH 801 Thesis Seminar (Fall/Spring: 3)**

**Lab fee required**

This course is designed for M.S. candidates and includes a research problem requiring a thorough literature search and an original investigation under the guidance of a faculty member.

*The Department*

**CH 802 Thesis Direction (Fall/Spring: 0)**

A 1-credit, tuition-based course for students who have received six credits for Thesis Seminar but have not finished their thesis. This course is non-graded.

*The Department*

**CH 805-806 Departmental Seminar I and II (Fall/Spring: 1)**

This is a series of research seminars by leading scientists, both from within the Department and from other institutions, that are presented on a regular (usually weekly) basis.

*The Department*

**CH 821-822 Inorganic Chemistry Seminar I and II (Fall/Spring: 3)**

This course consists of discussions of topics of current interest in inorganic chemistry with participation by students and faculty members. Students will submit papers and give oral presentations of topics based on recent literature in inorganic chemistry. Discussions of research in progress in the department will be included. Occasionally, visiting lecturers will participate.

*The Department*

**CH 831-832 Organic Chemistry Seminar I and II (Fall/Spring: 3)**

This course consists of discussions of topics of current interest in organic chemistry, with participation by students and faculty members. Students will submit papers and/or give oral presentations about topics from the recent literature in organic chemistry. Discussions of research in progress in the Department will be included. Occasional visiting lecturers will participate.

*Lawrence T. Scott*

**CH 861-862 Biochemistry Seminar I and II (Fall/Spring: 3)**

This course consists of discussions of topics of current interest in organic chemistry with participation by students and faculty members. Students will submit papers and/or give oral presentations about topics from the recent literature in organic chemistry. Discussions of research in progress in the Department will be included. Occasional visiting lecturers will participate.

*Shana O. Kelley*

**CH 871-872 Physical Chemistry Seminar I and II (Fall/Spring: 3)**

This course consists of discussions of topics of current interest in physical chemistry with participation by students and faculty members. Students will submit papers and give oral presentations of topics based on recent literature in physical chemistry. Discussions of research in progress in the department will be included. Occasionally, visiting lecturers will participate.

*John T. Fourkas*

**CH 888 Interim Study (Fall: 0)**

*The Department*

**CH 997 Master's Comprehensive (Fall/Spring: 0)**

This course consists of a public, oral defense of the student's thesis research.

*The Department*

**CH 998 Doctoral Cumulative Examinations (Fall/Spring: 0)**

A 1-credit, tuition-based course for students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculated student for the one or two semesters used to prepare for the Comprehensive. This course is non-graded.

*The Department*

**CH 999 Doctoral Continuation (Fall/Spring: 0)**

A 1-credit, tuition-based course for all students who have been admitted to Ph.D. candidacy. Students are required to register and pay the tuition for Doctoral Continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation. This course is non-graded.

*The Department*

**Classical Studies****Faculty**

**Eugene Bushala**, *Associate Professor Emeritus*; B.A., Wayne State University; M.A., Ph.D., Ohio State University

**Dia M.L. Philippides**, *Professor*; B.A., Radcliffe College; M.A., Boston College; M.A., Ph.D., Princeton University

**Charles F. Ahern, Jr.**, *Associate Professor*; Chairperson of the Department; B.A., Wesleyan University; M.Phil., Ph.D., Yale University

**David H. Gill, S.J.**, *Associate Professor*; B.A., M.A., Boston College; Ph.D., Harvard University; Lic. Theology, St. Georgen, Frankfurt-am-Main

**Meredith E. Monaghan**, *Assistant Professor*; A.B., Bowdoin College; M.A., University of Wisconsin-Madison; Ph.D., Stanford University  
**Gail L. Hoffman**, *Visiting Professor*; A.B., Yale University; M.A., Ph.D., University of Michigan

#### Contacts

- Secretary: Lillian Reisman, 617-552-3661, gill@bc.edu
- Website: <http://fmwww.bc.edu/CL/>

#### *Undergraduate Program Description*

Classical Studies approaches a liberal education through the study, both in the original language and in English, of two literatures, ancient Greek and Latin, which have exercised a profound influence on the formation of Western culture.

The Department offers courses under four headings, including (1) courses in elementary and intermediate Latin and Greek, designed to teach a student to read the languages, (2) courses in Greek and Roman literature and culture, including Core Literature courses, taught in English and designed to acquaint a student with the world of classical antiquity, (3) advanced reading courses in ancient authors taught in the original languages, and (4) courses in Modern Greek language, literature, and culture. Through cooperation with other departments, courses are also available in ancient history, art, philosophy, and religion.

#### Major Requirements

The major aims at teaching careful reading and understanding of the Greek and Roman authors in the original languages. It requires a minimum of ten courses, of which eight must be in Latin and/or Greek above the elementary level; if a student so chooses, the other two may be in English, preferably in Greek and Roman civilization. There are not separate Greek and Latin majors. Each student works out his/her individual program of study in consultation with the Classics faculty. There is, of course, no upper limit on the number of courses in the original and/or in translation that a student may take, as long as he/she has the essential eight language courses.

#### The Minor in Ancient Civilization

The minor aims at providing students from various majors the opportunity to study those aspects of the ancient Greek and Roman world that relate to their fields and their other interests without the requirement of learning the Latin and Greek languages. Each student will design his/her own program in consultation with the faculty. A program will consist of a coherent blend of six courses chosen from two groups:

- Greek Civilization and Roman Civilization. These general courses, which the Department now offers every second year, serve as a general overview of the field and introduction to the minor.
- Four other courses, chosen after consultation with the director, from available offerings in Classics and other departments, in the areas of literature, philosophy, religion, art and archaeology, history, and linguistics.

A list of the courses that are available each semester from the various departments and that count for the minor will be published at registration time.

#### Information for First Year Majors and Non-Majors

Classical Studies encompasses all the social, material, and intellectual culture of the ancient Greek and Roman world. It includes the study of language and creative literature of political and social history, philosophy, religion, and art. For a first-year student, courses of two

types are likely to be of most immediate interest: (1) Core literature courses, in which the reading is entirely in English, and (2) elementary and intermediate language courses in Latin, Greek, and Modern Greek.

If a student would like to begin a language now, or has had only one year of a language in high school, he/she should choose an elementary course: CL 010 Latin or CL 020 Greek. If a student has studied a language for two or three years in high school, he/she should choose an intermediate course: CL 056 Latin or CL 052 Greek.

Completion of two semesters of Latin or Greek at the intermediate level will fulfill the College of Arts and Sciences and Carroll School of Management language proficiency requirement. In addition, the Department offers elective courses in ancient civilization and in Greek and Roman authors. Those in ancient civilization are taught entirely in English; they make excellent choices for freshmen interested in antiquity. Those in Greek and Roman authors require a background in the appropriate language. If a student has studied Latin or Greek for three or four years in high school, he/she may wish to try courses in Greek and Roman authors. For further information consult the Chairperson of the Department.

#### Information for Study Abroad

The Classics Department does not have a general set of requirements for study abroad. Students are examined individually and, based on their academic records and the specific program, are advised accordingly. Students should arrange to meet with Charles F. Ahern, Jr., Chairperson, when planning to study abroad.

#### Core Offerings

The Department offers several courses that satisfy the Core requirement in Literature. In 2005-06, for example, Heroic Poetry: Homer, Virgil and Beyond (CL 217) and Modern Greek Drama in English (CL 166) will be offered.

#### Licensure for Teachers

The Undergraduate Initial License as Teacher of Latin and Classical Humanities 5-12 may be gained by pursuing one of the majors in addition to the Secondary Education major or the minor in Secondary Education. For further information, contact the Chairperson of the Department.

#### *Graduate Program Description*

The Department grants M.A. degrees in Latin, Greek, and in Latin and Greek together (Classics). The Master of Arts in Teaching (M.A.T.) degree in Latin and Classical Humanities is administered through the Lynch School of Education in cooperation with the Department of Classics.

#### Requirements for the M.A. Degree

Candidates must complete thirty (30) credits of course work at the graduate level, of which six may, with departmental permission, consist of a thesis tutorial. In addition, candidates must complete a departmental reading list of Latin and/or Greek authors, must demonstrate the ability to read a modern foreign language (usually French or German), and must pass comprehensive examinations. The examinations will be written and oral. The written portion consisting of translation from the authors on the reading list and an essay on one of the passages translated. The oral consists of discussion with the faculty of a candidate's course work in the history of Latin and/or Greek literature, and of a thesis (if offered in partial fulfillment of the requirements).

### Requirements for the M.A.T. Degree

The M.A.T. degree in Latin and Classical Humanities requires admission to both the Lynch School of Education and to the Department of Classics. All master's programs leading to certification in secondary education include practica experiences in addition to course work. Students seeking certification in Massachusetts are required to pass the Massachusetts Educators Certification Test.

Requirements vary according to a candidate's preparation in both classics and education. The normal expectation in Classics is that a candidate will complete fifteen credits of course work in Latin, will demonstrate the ability to read a modern foreign language (usually French or German), and will take written and oral examinations in Latin literature.

For further information on the M.A.T., contact the Department Chairperson and refer to the Master's Programs in Secondary Teaching in the Lynch School of Education section of the Catalog, or call the Office of Graduate Admissions, LSOE, at 617-552-4214.

The Department also offers courses in Modern Greek language, literature, and culture. These courses, listed in full in the undergraduate section, do not regularly qualify as credits for an M.A. or an M.A.T. degree.

Incoming students can expect to find major Greek and Latin authors and genres taught on a regular basis. In Greek these include Homer, lyric poets, fifth-century dramatists (Aeschylus, Sophocles, Euripides, Aristophanes), the historians Herodotus and Thucydides, Plato, and fourth-century orators. In Latin they include Plautus and Terence, the late republican poets Catullus and Lucretius, Cicero, Augustan poetry (Virgil, Horace, Elegy, and Ovid), the historians Livy and Tacitus, and the novel. The Departments of Philosophy, Theology, and Slavic and Eastern Languages also offer courses in relevant areas of the ancient world.

### Undergraduate Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at <http://www.bc.edu/courses/>.

#### CL 010-011 Elementary Latin (Fall/Spring: 3)

This course will introduce the fundamentals of Latin grammar and vocabulary. The aim is to prepare students to read simple Latin prose.

*Gail Hoffman*  
*Meredith Monaghan*  
*The Department*

#### CL 020-021 Elementary Ancient Greek (Fall/Spring: 3)

This course will introduce the fundamentals of ancient Greek grammar and vocabulary. The aim is to prepare students to read something like Plato's *Apology* after a year of study.

*John Shea*

#### CL 052 Intermediate Ancient Greek (Fall: 3)

This course is a review of the essentials of Classical Attic grammar and a reading of selections from Greek literature, often Xenophon's *Anabasis*, Plato's *Apology* and/or *Crito*, or a play such as Euripides's *Medea*.

*Gail Hoffman*

#### CL 056-057 Intermediate Latin (Fall/Spring: 3)

This course gives a thorough review of essential grammatical forms presented in Elementary Latin along with a close reading of an introductory selection of Roman prose and poetry.

*Maria Kakavas*  
*John Shea*

#### CL 208 Art and Myth in Ancient Greece (Spring: 3) Cross Listed with FA 206

See course description in the Fine Arts Department.

*Gail Hoffman*

#### CL 216 Art and Archaeology of Homer and Troy (Fall: 3) Cross Listed with FA 216

Homer's *Iliad* describes a "Trojan War." Until Schliemann's excavations of a fortified site in Turkey revealed a brilliant Bronze Age civilization, most thought Homer's story pure fiction. This class investigates archaeological sites such as Troy and Mycenae, Bronze Age shipwreck, and the artistic evidence for objects and practices described by Homer in order to separate historical truth from elements either invented by the poet or adopted from his own time and now reinvented by Hollywood.

*Gail L. Hoffman*

#### CL 217 Heroic Poetry: Homer, Virgil and Beyond (Fall: 3) Satisfies Literature Core Requirement

This course has two fundamental aims: (1) to explore the process of reading literary texts closely and analytically and (2) to explore the tradition of heroic or epic poetry. Readings will range from as far back as 3,000 B.C.E. (the earliest parts of the Near Eastern story of Gilgamesh), through the poems of Homer and Virgil (set in the age of the Trojan War, but composed much later and against quite different cultural backgrounds), to the adaptation of epic grandeur, to Christian theology by Milton, and the parody of epic grandeur in the satire of Alexander Pope.

*Charles Ahern*

#### CL 219 Greek Art and Archaeology (Fall: 3) Cross Listed with FA 311

See course description in Fine Arts Department.

*Kenneth Craig*

#### CL 230 Classical Mythology (Fall: 3) Cross Listed with EN 220

The goal of this course is to introduce the gods and goddesses and the chief cycles of legend in the Greek and Roman story-telling traditions. The focus will be the "facts" of myth (the names and places involved) and discussion of the interpretation of specific literary works. The origins of traditional stories in early Greece, their relation to religious beliefs and practice, and the evolution of their use in ancient art and literature will also be studied. Readings include Homer, Hesiod, the Homeric hymns, Greek tragedy, and Ovid's *Metamorphoses*.

*Meredith Monaghan*

#### CL 380 Studies/New Testament Greek (Spring: 3)

#### CL 390-391 Reading and Research (Fall/Spring: 3)

*Charles F. Ahern, Jr.*  
*David Gill, S. J.*

*Maria Kakavas*  
*Dia M.L. Philippides*

#### CL 394 Senior Thesis (Spring: 3) *Charles Ahern*

#### CL 399 Advanced Independent Research (Spring: 3) *Charles Ahern*

### Undergraduate and Graduate Course Offerings

#### CL 053 Intermediate Ancient Greek (Spring: 3)

This course is a continuation of CL 052 which is offered in the fall semester.

*Dia Philippides*

**CL 060-061 Elementary Modern Greek (Fall/Spring: 3)  
Offered Biennially**

This course is an introduction to the study of Demotic Greek. It will introduce the fundamentals of grammar and will focus on reading ability, oral comprehension, and oral expression. Class instruction is supplemented by required laboratory work.

*Maria Kakavas*

**CL 166 Modern Greek Drama in English (Spring: 3)**

**Cross Listed with EN 084.03, CT 261**

**Satisfies Literature Core Requirement**

The Greeks' love of theater did not end with the classical age. The course presents a survey of highlights of Modern Greek drama centering mainly on the twentieth century, with plays such as, *Tragedy-Comedy* (N. Kazantzakis), *The Courtyard of Miracles* (I. Kambanellis), *The City* (L. Anagnostaki), *The Wedding Band* (D. Kehaides), and *The Match* (G. Maniotes). The discontinuity from the ancient Greek theater may be discussed and a reading performance may be planned. The course is offered entirely in English, but provision may be made for reading the plays in Greek.

*Dia M. L. Philippides*

**CL 173 Female Persona in Modern Greek Writing (Spring: 3)**

The course will trace the female persona in contemporary writings; it will discuss various topics such as gender roles, marriage, relationships between parents and children, husbands and wives. It will examine inter-dependencies among family members, overbearing protection, etc.

*Maria Kakavas*

**CL 186 Greek Civilization (Fall: 3)**

An introduction through lectures, readings, visuals, discussion, and written exercises to the many-sided contribution of the Ancient Greeks to the literature, art, and thought of what has come to be known as Western Civilization. Topics will include a historical overview (3000 B.C.- 323 A.D.), heroic epic (*Iliad* and *Odyssey*), drama (tragedy and comedy), mythology, historiography, political theory and practice (especially Athenian Democracy), philosophy, sculpture, and architecture.

*Gail Hoffman*

**CL 190 Ancient Tyranny (Spring: 3)**

This course addresses the relationship between madness and political power in the ancient world. It will focus on the ways in which and the reasons why monarchical rulers are regularly depicted as insane in genres as widely disparate as ancient historiography, tragedy, philosophy and biography. This course will examine the political underpinnings of such depictions, and will consider why similar conceptions of the corrupting force of absolute power permeate the literature both of democratic Athens and of Imperial Rome.

*Meredith Monaghan*

**CL 210 Justice in Ancient Greece (Fall: 3)**

**Cross Listed with PL 210, TH 211**

To trace Greek ideas about justice from Homer to Aristotle, from the rough, unsystematic notions of "fairness" and proper respect for the "rights" of others implicit in the stories of epic and tragedy to the discussions of politicians, skeptics, and philosophers. Topics will include (among others) violence, revenge, morality and the gods, justice and war, and the administration of justice.

*David Gill, S.J.*

**CL 244 Women in the Greek Cultural Spectrum (Spring: 3)**

The course will explore the status of women as seen by such authors as Homer, Hesiod, Semonides, Sappho and Plato as well as some playwrights and contemporary Greek writers. A wide range of topics will be discussed from the above selected readings. There will be a focus on roles and relationships between gods and goddesses, husbands and wives, mothers (parents) and children as part of the societal structure.

*Maria Kakavas*

**CL 254 The Culture of Athenian Democracy (Spring: 3)**

**Cross Listed with HS 476**

A political and cultural history of Athens during the creation and height of its democracy (ca. 480-400 B.C.E.). The course will consider the Persian Wars and their effect on political and constitutional developments in Athens, the workings of the Athenian Democracy under Pericles and the eventual collapse following the Peloponnesian War. Readings in translation include Thucydides, Plutarch, Aristotle, Xenophon, Plato, and the Greek playwrights (Aeschylus, Sophocles, Euripides and Aristophanes). Emphasis will be on integrating historical, literary and archaeological evidence to provide as complete a picture as possible of this dynamic period of ancient history.

*Gail Hoffman*

**CL 286 History and Structure of Latin (Fall: 3)**

*Prerequisite:* Prior study of Latin

**Cross Listed with SL 324**

**Offered Periodically**

See course description in the Slavic and Eastern Languages Department.

*Michael J. Connolly*

**CL 311 Latin Paleography (Fall: 3)**

**Cross Listed with PL 866, TH 867**

**Satisfies Theology Core Requirement**

See course description in the Theology Department.

*Steve Brown*

**CL 312 Roman Love Poets (Fall: 3)**

This course will be a study of several poets who profess to describe their own experience of erotic attraction. Readings will include, Catullus and Horace, Propertius and Tibullus, with major emphasis on the elegiac and didactic poetry of Ovid.

*Meredith Monaghan*

**CL 316 Plato's *Symposium* (Fall: 3)**

A close reading and discussion of the Greek text with ancillary readings in English.

**CL 321 Seneca: Philosophy (Fall: 3)**

This course will develop and strengthen students' reading abilities in the Latin language, and will introduce the important tenets of Stoic philosophy. Daily reading in Latin will be accompanied by regular assignments of secondary reading on such topics as the influence of Hellenistic philosophy on Seneca, his relationship with Nero and his literary style.

**CL 329 Ovid's *Metamorphoses* (Fall: 3)**

This course is reading (in Latin) and discussion (in English) of selected stories from Ovid's long poem about bodily transformations in the world of ancient myth, taking into consideration the poem in both its literary and its historical contexts. What to make of a narrative of instability amidst the increasing rigidity of the late Augustan principate?

*Charles F. Ahern, Jr.*

### CL 332 Sanskrit (Spring: 3)

*Corequisite:* Familiarity with an inflected language highly recommended

**Cross Listed with SL 327**

See course description in the Slavic and Eastern Languages Department.

*Michael J. Connolly*

### CL 360 Euripides: *Bacchae* (Spring: 3)

Euripides' late play *The Bacchae* will be read in the original. Topics for discussion include: Greek gods and religion, the nature of the play, and its times.

*Dia M.L. Philippides*

### CL 378 Petronius/Cena Trimalchionis (Fall: 3)

*John Shea*

### CL 380 Studies in New Testament Greek (Spring: 3)

**Cross Listed with TH 184, SL 424**

**Offered Periodically**

*M.J. Connolly*

### CL 406 Vergil's *Aeneid* (Spring: 3)

*Prerequisite:* At least two years of College level Latin.

Careful reading in Latin of Books 1, 2, 4 and 6 of the *Aeneid* and the entire epic in English translation.

*David Gill, S.J.*

## Graduate Course Offerings

### CL 790-791 Readings and Research (Fall/Spring: 3)

*Charles F. Ahern, Jr.*

*David Gill, S. J.*

*Maria Kakavas*

*Dia M.L. Philippides*

### CL 888 Interim Study (Fall/Spring: 0)

*Charles F. Ahern*

## Communication

### Faculty

**Dorman Picklesimer, Jr.**, *Professor Emeritus*; A.B., Morehead State University; A.M., Bowling Green State University; Ph.D., Indiana University

**Dale A. Herbeck**, *Professor*; Chairperson of the Department; B.A., Augustana College; M.A., Ph.D., University of Iowa

**Kevin Kersten, S.J.**, *Professor*; B.A., M.A., St. Louis University; M.A., San Francisco State University; Ph.D., University of Wisconsin, Madison

**Marilyn J. Matelski**, *Professor*; A.B., Michigan State University; A.M., Ph.D., University of Colorado

**Ann Marie Barry**, *Associate Professor*; B.S., M.A., Salem State College; M.S., Ph.D., Boston University

**Lisa Cuklanz**, *Associate Professor*; B.S., Duke University; M.A., Ph.D., University of Iowa

**Donald Fishman**, *Associate Professor*; B.A., University of Minnesota; M.A., Ph.D., Northwestern University

**Elfriede Fürsich**, *Associate Professor*; B.A., Katholische Universitaet Eichstatt, Germany; M.A., Ph.D., University of Georgia

**Charles Morris III**, *Associate Professor*; B.A., Boston College; M.A., Ph.D., Pennsylvania State University

**Jamel Santa Cruze Bell**, *Assistant Professor*; B.S. Missouri Western State College; M.A., Ph.D., University of Kansas

**Ashley Duggan**, *Assistant Professor*; B.A., M.A., University of Georgia; Ph.D., University of California, Santa Barbara

**Kenneth A. Lachlan**, *Assistant Professor*; B.A., Wake Forest University; M.A., Bowling Green State University; Ph.D., Michigan State University

**Pamela Lannutti**, *Assistant Professor*; B.A., LaSalle University; M.A., Ph.D., University of Georgia

**Michael Keith**, *Adjunct Associate Professor*; B.A., M.A., Ph.D., University of Rhode Island

**Bonnie Jefferson**, *Adjunct Assistant Professor*; B.A., Marshall University; M.A., Ohio University; Ph.D., University of Pittsburgh

**William Stanwood**, *Adjunct Assistant Professor*; B.S., Ithaca College; M.Ed., Ed.D., Boston University

**Roberto Avant-Mier**, *Lecturer*; B.A., University of Texas, El Paso; M.A., Ph.D. (candidate), University of Utah

**Jonathan Bowman**, *Lecturer*; B.A., University of California, Davis; M.A., Ph.D. (candidate), Michigan State University

**James O. Olufowote**, *Lecturer*; B.S., Ithaca College; M.A., Michigan State University; Ph.D. (candidate) Purdue University

**Rita Rosenthal**, *Lecturer*; B.A., Appalachian State University; M.A., Bowling Green State University

### Contacts

- Department Counselor: Roger Woolsey, 21 Campanella Way, Room 514, 617-552-6148, roger.woolsey@bc.edu
- Department Administrator: Mary Saunders, 21 Campanella Way, Room 513, 617-552-4280, mary.saunders@bc.edu
- Office Administrator: Leslie Douglas, 21 Campanella Way, Room 513; Phone: 617-552-4280; Fax: 617-552-2286, leslie.douglas@bc.edu
- Website: <http://www.bc.edu/communication/>

## Undergraduate Program Description

The Department of Communication is concerned with the study, criticism, research, teaching, and application of the artistic, humanistic, and scientific principles of communication. Through a series of required classes, the department provides all majors with a basic understanding of communication theory and practice. Advanced courses allow majors the opportunity to expand their theoretical and critical skills and to study more applied areas such as advertising, digital communication, journalism, public relations, radio, and television. The department also offers upper-level courses in communication law and policy, ethics, intercultural and international communication, interpersonal and group communication, mass communication, political communication, and rhetorical studies.

This program of study has led graduating majors to a wide range of communication-related careers in advertising, broadcasting, communication education, journalism, and public relations. Communication majors have also had success in fields related to communication such as business, education, government/politics, health, international relations and negotiations, and social and human services. Finally, many majors have successfully completed graduate programs in business, communication, and law.

### Requirements for the Communication Major

Students must complete eleven—eight required and three elective—courses to major in communication. While the department

will transfer communication electives, the eight required classes must be taken at Boston College. The requirements for the major are as follows:

**Common Requirements (4):**

- CO 010 The Rhetorical Tradition
- CO 020 Survey of Mass Communication
- CO 030 Public Speaking
- CO 350 Research Methods

**Distributed Requirements (4):**

- Cluster Area Requirements—Choose one of the following courses: CO 249 Communication Law, CO 250 Mass Communication Ethics, CO 251 Gender and Media, CO 253 Interpersonal Communication, CO 255 Media Aesthetics, CO 260 American Public Address, CO 263 Media, Law and Society
- Theory Requirement—Choose one of the following courses: CO 372 Mass Communication Theory, CO 374 Human Communication Theory, CO 375 Argumentation Theory, CO 377 Visual Communication Theory, CO 378 Rhetorical Theory
- Writing-Intensive Seminars—Choose two of the following courses: CO 425 Broadcast Century Issues, CO 426 Television and Society, CO 427 Culture, Communication, and Power, CO 438 Rhetoric and Public Memory, CO 440 Communication and Theology, CO 442 Intercultural Communication, CO 445 Freedom of Expression, CO 447 Communication Criticism, CO 448 Television Criticism, CO 449 Crisis Communication, CO 451 Gender Roles and Communication, CO 456 Relational Communication, CO 458 Radio in Culture and Society, CO 463 Media and Popular Culture, CO 465 Health Communication, CO 466 Nonverbal Communication, CO 468 Organizational Communication, CO 470 Capstone: Conflict, Decision and Communication

**Electives (3)**

The other three courses are electives, and students may select these courses based upon their interests and objectives. Any three-hour class offered by the department can be counted as an elective, including CO 520 Media Workshop and CO 592 Honors Thesis. Most majors will develop areas of expertise by concentrating their elective courses in a particular area of study such as television or public relations.

**Information for First Year Majors**

Freshmen and sophomores can declare the Communication major in 21 Campanella Way, Room 513. Juniors and seniors should schedule an appointment with the Department's counselor to determine whether they can reasonably complete the required course work prior to graduation.

CO 010 Rhetorical Tradition and CO 020 Survey of Mass Communication are prerequisites for all other communication courses. Majors should not register for theory courses, writing-intensive seminars, or any electives until they have completed both Rhetorical Tradition and Survey of Mass Communication.

**Information for Study Abroad**

Students must complete seven communication courses by the end of their junior year to receive department permission to study abroad. Among the seven courses, students must have completed CO 010 Rhetorical Tradition, CO 020 Survey of Mass Communication, CO 030 Public Speaking, and CO 350 Research Methods. The course requirement can be met by any one the following: taking seven com-

munication courses at Boston College, counting communication courses and approved summer school courses, taking five communication courses at Boston College and transferring two courses from the junior year abroad placement

For additional information and departmental approval, contact the Department's counselor.

**Internship Program**

CO 501 Communication Internship, a one credit pass/fail course, is open to Communication majors who have sophomore, junior or senior standing and a minimum 2.5 grade point average.

CO 520 Media Workshop, a three credit course, is open to Communication majors who have senior standing and a 3.0 grade point average (or a 2.8 overall with a 3.2+ in the major). In addition, potential interns must have completed a minimum of six courses in communication including CO 010 Rhetorical Tradition, CO 020 Survey of Mass Communication, and CO 030 Public Speaking, and appropriate preparatory course work necessary for the specific field placement.

**Honors Program**

Juniors with a qualifying grade point average (3.6 or higher for the class of 2007; 3.75 or higher beginning with the class of 2008) are eligible for the program. To complete the honors program, students will need to take two specified "honors" writing intensive seminars, perform well in those courses (receive grades of A or A-), and successfully complete an honors thesis under the direction of the instructor of one of those courses. Honors students will receive a total of nine credit hours for their participation in, and completion of, the program. A more complete description of the program is available in the Honors Handbook in the Department's main office.

**Undergraduate Course Offerings**

**Note:** Future course offerings and courses offered on a periodic basis are listed at <http://www.bc.edu/courses/>.

**CO 010 The Rhetorical Tradition (Fall/Spring: 3)**

**Required course for all Communication majors**

This is an introductory course that is designed to examine the classical periods of rhetoric as well as the Enlightenment and modern periods. The course focuses on pivotal concepts in rhetoric and their application to contemporary discourse. This is a foundation course in the field of communication. It introduces students to perennial issues and concerns in rhetoric, and looks at communication as a way of knowing about self and society.

*Bonnie Jefferson*

**CO 020 Survey of Mass Communication (Fall/Spring: 3)**

**Required course for all Communication majors**

This is a survey course in mass communication. It explores the political, social, and cultural forces that have influenced the development of the media. Among the topics discussed are media history, governmental regulation of the media, media economics, the impact of mass media on society, and the organizational decision-making process within the media institutions.

*Kenneth Lachlan*

**CO 030 Public Speaking (Fall/Spring: 3)**

**Required course for all Communication majors**

This course is an introduction to the theory, composition, delivery, and criticism of speeches. Attention is devoted to the four key elements of the speech situation: message, speaker, audience, and occasion.

Emphasis in the course is also given to different modes of speaking and a variety of speech types, such as persuasive, ceremonial, and expository addresses. This is a performance course.

*Rita Rosenthal*

*The Department*

**CO 105 Elements of Debate (Fall/Spring: 3)**

This course introduces the student to the theory and practice of debate. It is designed for students without any formal training in debate. Assignments include participation in three class debates, preparation of affirmative and negative arguments, and compilation of an evidence file and annotated bibliography on the debate topic.

*The Department*

**CO 120 Blacks in Electronic Media (Fall: 3)**

**Cross Listed with BK 234**

See course description in the Black Studies Department.

*The Department*

**CO 204 Art and Digital Technology (Fall/Spring: 3)**

*Prerequisite:* Permission of instructor

**Cross Listed with FS 276**

See course description in the Fine Arts Department.

*The Department*

**CO 213 Fundamentals of Audio I (Fall/Spring: 3)**

**Lab fee required**

This course is designed to introduce the student to the multifaceted world of sound, in theory and practice. Topics covered include the history of recording techniques, design and use of microphones, and careful listening techniques. The course will present an overview of current audio production software typically used in modern recording studios. Students will work in the audio labs to create professional quality pieces suitable for radio air play.

*Judy Schwartz*

*Lloyd Thayer*

**CO 214 Fundamentals of Audio II (Fall/Spring: 3)**

**Lab fee required**

A comprehensive course in audio recording and production, topics covered include sound design, live recording techniques, and post production. Students will design and execute broadcast quality pieces for radio and multimedia, as well as sound art. Working in the digital audio labs both individually and in groups, students will gain experience recording and editing using professional audio production software. At the end of the semester each student will have an audio portfolio of his or her own creations.

*Jonathan Sage*

*Judy Schwartz*

**CO 215 Soundcasting Media (Spring: 3)**

Course examines the development, structure, and organizational objectives of the various soundcasting media—radio, satellite, web, etc. The technologies, regulations, and market forces that govern and influence traditional and new and evolving audio industries are evaluated as is the process employed in the creation, manufacture, and distribution of programming content and product made available to the public.

*Michael Keith*

**CO 222 Studio Television Production (Fall/Spring: 3)**

*Prerequisite:* CO 227

**Lab fee required**

This course is designed to introduce students to the tools and techniques of television production. Attention is given to the production skills necessary for effective communication in television. To pursue these goals, a substantial portion of the course will be devoted to learning production in a television studio. Students will learn to operate studio television equipment, and to produce and direct their own programs.

*William Stanwood*

*The Department*

**CO 223 TV Field Production (Fall/Spring: 3)**

*Prerequisite:* CO 222

**Lab fee required**

This course is designed to develop the skills and disciplines of Electronic Field Production (EFP). Emphasis will be placed on advanced techniques of portable video operation and non-linear videotape editing. Elements of production such as location, sound recording, location lighting, producing, and directing will be featured. Students working in groups will produce their own video programs.

*William Stanwood*

*The Department*

**CO 224 Digital Nonlinear Editing (Fall/Spring: 3)**

*Prerequisite:* Permission of instructor

**Cross Listed with FM 274**

**Lab fee required**

See course description in the Fine Arts Department.

*The Department*

**CO 226 Final Cut Pro Editing (Fall: 3)**

**Cross Listed with FM 275**

**Restricted to Majors**

This course is an introduction to Digital Video Editing using the Final Cut Pro software environment. Final Cut Pro is widely used and is becoming more prevalent in the editing industry these days. Students will learn the basics of digital video editing ranging from digitizing video to timelines to multiple tracks and mixing to transitions and more. Some equipment required.

*Kristoffer Brewer*

**CO 227 Broadcast Writing (Fall/Spring: 3)**

This course introduces the student to a broad sampling of broadcast writing styles. Areas of focus will include news, sports, documentaries, commercials and public service announcements, educational television, and writing for specialized audiences.

*William Stanwood*

*The Department*

**CO 230 News Writing (Fall/Spring: 3)**

An introduction to reporting for the media, this course examines (1) techniques of interviewing and observation, (2) the news value of events, and (3) the organizational forms and writing styles used by newspapers. Students will be expected to read a newspaper daily.

*The Department*

**CO 231 Feature Writing (Fall/Spring: 3)***Prerequisite:* CO 230

This is a course on contemporary feature writing—literary nonfiction journalistic writing based on solid reporting. The emphasis is on writing stories editors will want to print and readers will want to read. The course will include reading and analyzing well-written newspaper and magazine articles. Students will learn to apply the techniques of drama and fiction to writing objective factual stories that entertain as well as inform. The course focuses on newspaper features and magazine articles, but the techniques are applicable to writing nonfiction books.

*The Department***CO 233 Advanced Journalism: Presenting the News (Fall/Spring: 3)***Prerequisites:* Permission of the instructor and CO 227, CO 230, or CO 231

This course will examine how an editorial staff produces a newspaper. The focus will be on the roles of reporters, columnists, editorial writers, editors, photographers, and graphic designers in the daily process as decisions are made as to what stories to cover, what stories and photographs to publish (and not to publish), and on what page to display them. The function of the various sub-sections in the newsroom structure—Business, Arts, Sports, Lifestyle, and Magazine—will be discussed along with the role of the business office where it intersects with the management of the newsroom.

*The Department***CO 235 Advertising (Fall/Spring: 3)**

This course explores advertising as an institution in society, both as a marketing tool and as a communication process. Designed as a comprehensive view of the subject, the course includes such topics as advertising history, regulation, communication theory and practice, the role of advertising in the marketing mix, the organization of the advertising agency, marketing/advertising research, and the creative uses of various advertising media. Students will monitor advertising in various media, assess strategy, and participate in the formulation of an advertising campaign plan.

*The Department***CO 238 Marketing the Arts (Spring: 3)****Cross Listed with CT 238**

See course description in the Theater Department.

*The Department***CO 239 Principles of Theater Management (Fall: 3)****Cross Listed with CT 239**

See course description in the Theater Department.

*Howard Enoch***CO 240 Public Relations (Fall/Spring: 3)**

This course is designed to be an examination of the technical, counseling, and planning elements in public relations. Attention in the course will focus on public relations campaigns, non-profit public relations, and the often complex relationship between management strategies and promotional objectives. Emphasis also will be placed on developing proper writing techniques for public relations. Included among the writing assignments will be a press release, planning statement, contact sheet, and a press kit.

*Donald Fishman**The Department***CO 245 Advanced Public Relations (Fall/Spring: 3)***Prerequisite:* CO 240

This course is designed for students who have completed CO 240 and are considering public relations as a profession. Emphasis will be on writing (press releases, query letters, profiles, press kits), speaking (oral presentations and on-camera press encounters), and strategizing (developing proactive and reactive media strategies for specific case studies).

*The Department***CO 248 Computer Aided Drafting and Design (Fall: 3)****Cross Listed with CT 248, FS 248**

See course description in the Theater Department.

*The Department***CO 249 Communication Law (Fall: 3)****Satisfies the one cluster course requirement within the Communication major**

This course examines the Constitutional, statutory, and case law affecting the communication professions. A wide range of issues related to the First Amendment will be considered including access, broadcasting, cable, commercial speech, copyright, defamation, free press vs. fair trial, fighting words, heresy, incitement, obscenity, political speech, prior restraint, privacy, public forums, special settings, symbolic speech, threats, and time-place-manner restrictions.

*Dale Herbeck***CO 250 Mass Communication Ethics (Fall: 3)****Satisfies the one cluster course requirement within the Communication major**

This course gives students a greater awareness of the ethical dimension of mass communication. It helps them learn to spot, evaluate, and deal with moral conflicts in our media environment, in the media industry, and between the industry and the media consuming public. It uses norms like truth, social justice, and human dignity to reveal the moral consequence of decisions and performance by practitioners in the news, entertainment, and advertising industries.

*Kevin Kersten, S.J.***CO 251 Gender and Media (Spring: 3)****Satisfies the one cluster course requirement within the Communication major**

This course examines the representation of gender in the U.S. media, focusing primarily on television and film genres such as the situation comedy, soap opera, talk show, action film, thriller, and the women's film.

*Lisa Cuklanz***CO 253 Interpersonal Communication (Fall: 3)****Satisfies the one cluster course requirement within the Communication major. Interpersonal Communication was previously listed as CO 104.**

This course focuses on theory and research concerning communication in everyday interactions. First, the course includes perspectives on the self as it is influenced by and influences communication. Second, the basic aspects of message production and understanding will be discussed. Lastly, the course focuses on communication in relational contexts. Students in the course are encouraged to evaluate their own communication practices and practice effective communication skills.

*Pamela Lannutti*

**CO 255 Media Aesthetics (Spring: 3)**

**Satisfies the one cluster course requirement within the Communication major**

Media producers and consumers have one common interest: good productions—meaningful, well made, and deserving an attentive audience. Critics, practitioners, and families at home all have a stake in being able to explain why one production is strikingly fine and satisfying, while another is trite and shallow. This course addresses such interests using audio and visual aesthetics based on production values, entertainment values, and human values. The work load will be to study films, TV and radio shows, ads, and recorded music, and to assess them using the aesthetics learned in class.

*Kevin Kersten, S.J.*

**CO 256 Media and Christian Ethics (Spring: 3)**

This course alternates with Mass Communication Ethics (CO 250), offered in the fall. This spring version is similar, but it also facilitates a greater awareness of mass communication ethics from a Christian perspective. Values such as truth, justice, and human dignity are paired with insights from Christian faith and tradition to evaluate moral conflicts in our media environment, in the media industry, and between the media industry and the media consuming public. Lectures, video, and student presentations will show the potential for practitioners in news, advertising, and entertainment to serve the greater common good of their target audiences.

*Kevin Kersten, S.J.*

**CO 259 Cyberlaw (Spring: 3)**

This course will study the extension of communication law to the Internet, assess a range of pending proposals designed to regulate free speech in cyberspace, and discuss a variety of national and international schemes intended to govern the developing global information infrastructure. In the process, the course will consider issues involving political speech, sexually explicit expression, defamation, privacy, trademark, copyright, unsolicited commercial email (spam), schools, and encryption. This course will not cover issues related to electronic commerce or contracts, personal jurisdiction, or Internet taxation.

*Dale Herbeck*

**CO 260 American Public Address (Spring: 3)**

*Prerequisite:* CO 010

**Satisfies the one cluster course requirement within the Communication major**

This course studies important contemporary speakers, issues, and movements. Speeches and speakers from World War II to the present will be studied. We will examine the material from a historical as well as a critical perspective, using the methodologies of rhetorical criticism. Areas to be covered include rhetoric of the campaign, rhetoric of war, rhetoric of social change, rhetoric of fear, rhetoric of scandal and public ridicule.

*Bonnie Jefferson*

**CO 263 Media, Law, and Society (Fall/Spring: 3)**

*Prerequisites:* CO 010, CO 020

**Satisfies the one cluster course requirement within the Communication major**

This course is designed to examine the interaction among new forms of technology, the legal system, and the changing nature of society. The course seeks to explore the contours of the Information Society and to analyze the transformations that are occurring as the word com-

munication takes on a broader meaning than it possessed during the twentieth century. Among the topics explored in the course are intellectual property, selling and licensing digital property, the emergence of a digital economy, and the changing legal rules necessary to govern the Information Society.

*Donald Fishman*

**CO 270 Linguistics and Communication (Spring: 3)**

**Cross Listed with SL 281**

See course description in the Slavic and Eastern Languages Department.

*M.J. Connolly*

**CO 280 Broadcast Programming and Promotion (Fall/Spring: 3)**

This course focuses on the complexities of programming modern-day commercial television and radio stations and of promoting these programs to reach the most desirable demographics. Case studies of television station and network programming will be analyzed and discussed, and techniques of both programming and promotion will be studied.

*The Department*

**CO 285 Cultural Diversity in Media (Spring: 3)**

**Satisfies Cultural Diversity Core Requirement**

In an age where the world's political borders are changing rapidly, cultural artifacts found in mass communication become increasingly important. This course examines the relationship of culture and the mass media in creating a new concept of America, based on race, ethnicity and gender. From this exploration, students will be able to critique the impact of television, radio, film, cartoons, newspapers, magazines, books and the music industry on cultural perception.

*Marilyn Matelski*

**CO 293 Advanced Public Speaking (Fall: 3)**

This course is an extension of the basic public speaking course. Emphasis will be placed on writing and delivering speeches in a variety of presentational settings. Students will research, organize, develop, and deliver a variety of presentations with emphasis upon the strategic delivery of messages. For this course students will be asked to adapt their speeches to out of classroom situations.

*Rita Rosenthal*

**CO 298 World Wide Web and Digital Media (Fall/Spring: 3)**

The World Wide Web (WWW), which started only after 1991, has already become one of the indispensable communication tools in contemporary society. Students will be introduced to basics of the web so that they can (1) browse web pages, (2) search any necessary information on the Internet, (3) set up web pages, and (4) analyze web pages for certain purposes. Theoretical and philosophical issues regarding the web will also be explored.

*The Department*

**CO 300 Advanced Advertising (Spring: 3)**

*Prerequisites:* Permission of instructor plus CO 235, CO 236, and CO 377

Utilizing integrated marketing communication principles, students will prepare an advertising campaign for the American Advertising Federation's national competition. The course will augment students' abilities to coordinate, strategize, and execute a final campaign through collaborative critical analysis and creative structuring.

*Roger Woolsey*

**CO 350 Communication Research Methods (Fall/Spring: 3)****Required course for all Communication majors starting with class of 2006**

Research methods are often considered tools for creating knowledge. This course will equip students with a veritable toolbox of methods for researching mass media and their audiences. We will look at how researchers have answered such questions as: How are people affected by mass media? What/who appears most frequently in the mass media? How do people make sense of the media messages they consume? Both quantitative (content analysis, surveys, experiments) and qualitative (interviews, focus groups, textual analysis) methods will be explored.

*Jonathan Bowman**Ashley Duggan**James Olufowote***CO 372 Mass Communication Theory (Fall/Spring: 3)****Satisfies the required theory course in the Communication major**

This course will examine the underlying theories behind mass communication and the mass media and will apply those theories to operational decisions made by media executives on a day-to-day basis.

*Jamel Bell**Kenneth Lachlan**The Department***CO 377 Visual Communication Theory (Fall/Spring: 3)****Satisfies the required theory course in the Communication major**

This course explores the role of perception within visual learning, the nature of images, how public images function in political and cultural discourse, the psychology of the camera eye, differences among television, film and print images, and controversial media issues.

*Ann Marie Barry***CO 378 Rhetorical Theory (Fall/Spring: 3)****Satisfies the required theory course in the Communication major**

This course applies the concepts of critical rhetorical theory to the analysis of news media. Students select a contemporary event or problem in the news and develop a five-stage project culminating in a 20-25 page research paper.

*Roger Woolsey***CO 400 Advanced Video Production (Spring: 3)**

**Prerequisite:** Permission of instructor and CO 227, CO 222, and CO 223  
**Lab fee required**

This course will enable students to hone the skills they learned in Broadcast Writing, Studio Television Production, and Television Field Production. They will produce an actual television program for an actual client. The course will also explore how to create a program through real world experiences such as formulating a script to meet specific client needs and planning, shooting, and editing the finished show in a professional environment.

*William Stanwood***CO 401 Visual Design (Spring: 3)****Prerequisite:** CO377 and/or permission of the instructor

This course is meant to be a practical application of study in visual communication theory and replaces and expands on materials previously included under Ad Copy and Layout. Content focuses on basic communication principles of visual design from winning ad campaigns to Feng Shui, with an emphasis on effective construction of images, the impact of color, line vectors, space, and balance. Assignments involve execution of layouts in advertising (newspaper, magazine, web page),

public relations (image, integrated marketing communications) and personal and public environmental design. Materials will be an added personal expense.

*Ann Marie Barry***CO 404 Advanced World Wide Web and Digital Media (Fall/Spring: 3)****Prerequisite:** CO 298 or equivalent experience and knowledge

Today, most industries and organizations are not only managing their web sites, but more and more heavily relying on the web and digital communications. This course is designed for students to get prepared for careers in this new digital media environment by equipping them with advanced skills and knowledge of the web and digital communications.

*The Department***CO 425 Broadcast Century Issues (Fall/Spring: 3)****Satisfies one of two writing intensive courses required within the Communication major**

The impact of radio and television has been felt around the world. It has altered the way we think and behave. This course is an assessment of the major issues and events that have helped form twentieth century broadcast media. Topics will be examined within the context of their relationship to society and culture.

*Michael Keith***CO 426 TV and Society (Spring: 3)****Satisfies one of two writing intensive courses required within the Communication major**

This writing-intensive course will provide a forum for investigating the role of television in our society. Students will examine such topics as the use of violence on TV, and the impact of television on public discourse, as well as other TV issues in our society. A variety of texts and research methods will be used to help draw conclusions about the impact of television on our culture.

*William Stanwood***CO 427 Culture, Communication and Power (Fall/Spring: 3)****Satisfies one of two writing intensive courses required within the Communication major**

This course will examine and discuss, for example, the role of cultural products in the definition of social and political relations. A number of theoretical perspectives will inform our study of mass mediated artifacts, including feminist theory, semiology, cultural studies perspectives and neo-Marxist theories. Similarly, we will discuss a variety of cultural products, for example, novels, magazines, advertisements and television programs.

*Roberto Avant-Mier***CO 438 Rhetoric and Public Memory (Fall/Spring: 3)****Satisfies one of two writing intensive courses required within the Communication major**

This course engages in the theory, recovery, and analysis of the rhetorically-constructed past. We explore how symbolic constructions of memory—from diverse historical depictions to battlefields and museums to commemorative holidays and their ritual performances—function significantly in public life. By means of various interdisciplinary readings, we seek to explain how memory persuasively reflects, shapes, sustains, resists and transforms cultural and political meanings in the present, and provides a powerful vision of a collective future.

*Charles Morris*

**CO 440 Communication and Theology (Spring: 3)**

**Satisfies one of two writing intensive courses required within the Communication major**

Students will study mass communication in light of major insights from faith and tradition of the Christian community. Applying these insights to our media environment, we will develop a set of values suitable for media practitioners and media industry that will foster greater good for the media consuming public. These values will be applied critically to actual news and entertainment as it appears in the media of print journalism, advertising, film, and television which will provide a basis for constructing a set of principles useful for the media consuming public, helping it to become wiser, more critical, and demanding.

*Kevin Kersten, S.J.*

**CO 442 Intercultural and International Communication (Fall/Spring: 3)**

**Satisfies Cultural Diversity Core Requirement**

**Satisfies one of two writing intensive courses required within the Communication major**

This course studies communication as it relates to culture, and as it occurs interculturally and internationally. In those contexts, questions and issues will be pursued which reveal processes, effects, methods, and critical norms for evaluating interpersonal, group, and mass communication.

*Roberto Avant-Mier*

*Marilyn Matelski*

*The Department*

**CO 445 Seminar: Freedom of Expression (Fall: 3)**

**Satisfies one of two writing intensive courses required within the Communication major**

This course will use landmark cases to illuminate classic controversies involving the freedom of expression. The Supreme Court decisions to be studied include *Abrams versus United States* (political speech versus "clear and present danger"), *New York Times versus Sullivan* (commercial/political speech versus reputation), *New York Times versus United States* (prior restraint versus national security), *Hustler Magazine versus Falwell* (satire/parody versus emotional distress), and *R. A. V. versus St. Paul* (First Amendment versus Fourteenth Amendment).

*Dale Herbeck*

**CO 447 Communication Criticism (Fall/Spring: 3)**

**Satisfies one of two writing intensive courses required within the Communication major. Formerly Rhetorical Criticism**

This course examines a wide range of critical methodologies that can be used to reach a greater understanding of public communication. In addition to speech events, the impact of other communication media such as film, television, advertising, political cartoons, and music will be examined from a critical perspective. A greater understanding of the critical choices available allows us to better evaluate the impact of public communication.

*Bonnie Jefferson*

*Charles Morris*

**CO 448 Television Criticism (Fall/Spring: 3)**

**Satisfies one of two writing intensive courses required within the Communication major**

This course provides students with methods for critically evaluating the cultural and social impact of television. First, students learn some fun-

damentals of television production and the structure of the media industry. Based on this knowledge, students examine and practice the critical analysis of contemporary television programs. The goal of the course is to make students more informed critics of our television-saturated age.

*The Department*

**CO 449 Crisis Communication (Fall/Spring: 3)**

*Prerequisite:* CO 240 Public Relations (recommended)

**Satisfies one of two writing intensive courses required within the Communication major**

This course is designed to examine events and situations that potentially threaten the viability of an organization. Attention is devoted to developing an effective crisis communication plan, speaking to multiple stakeholders, decision-making under pressure, and resolving—rather than litigating—organizational problems. Among the studies examined are the Tylenol product tampering incident, the Exxon Valdez accident, the Union Carbide gas leak, the Challenger Space Shuttle disaster, the Three Mile Island accident, and the Pepsi syringe hoax.

*Donald Fishman*

**CO 451 Gender Roles and Communication (Fall/Spring: 3)**

**Satisfies one of two writing intensive course requirements within the Communication major**

This course is both a writing-intensive seminar and a women's studies course. Focus is on the social construction of gender through communication. The early section of the course compares historical and cross-cultural notions of gender. Then, building on these comparisons, students read about, examine, and analyze communication texts, focusing particularly on television programming and advertising. Students are encouraged to develop a sense of themselves as active participants in the social construction of gender rather than as passive consumers and receivers of mass-mediated communication.

*Lisa Cuklanz*

**CO 456 Relational Communication (Fall/Spring: 3)**

**Satisfies one of two writing intensive courses required within the Communication major**

This course examines communication in personal relationships with an emphasis on romantic relationships. We will explore the current relational communication literature following the basic model of initiation, maintenance, and deterioration. An emphasis is placed on identifying and understanding problematic situations and patterns in personal relationships.

*Pamela Lannutti*

**CO 458 Radio in Culture and Society (Fall/Spring: 3)**

**Satisfies one of two writing intensive courses required within the Communication major**

This course will seek to examine and analyze the role of broadcast radio in non-mainstream segments (minority, counterculture, extremist, and alternative-lifestyle clusters) of the population. In the last quarter century, so-called "outerculture" or "fringe" groups have asserted their rights to a fair and equal access to the airwaves as a means for mollifying the negative perceptions and stereotypes that have prevented them from fully benefiting from citizenship in the world's largest democracy. Students will gather research data for an extensive paper designed to probe and evaluate the effects and implications of American Radio Broadcasting.

*Michael Keith*

**CO 463 Media and Popular Culture (Spring: 3)**

**Satisfies one of two writing intensive courses required within the Communication major**

Media are a significant and primary contributor of popular culture in American society. This writing intensive course will explore and critically analyze the role of media in constructing and reflecting popular norms, values, and trends. Students will use a variety of texts to discuss the extent to which various types of media, including video games, music, TV, and magazines shape and reinforce society's ideas regarding issues such as race, class, gender, war, and patriotism.

*Jamel Bell*

**CO 465 Health Communication (Fall/Spring: 3)**

**Satisfies one of two writing intensive courses required within the Communication major**

We will address ways in which research in health communication relates to patients' health and well-being or to the health and well-being of society at large, how research in health communication advances our understanding of the process of human communication, and how contemporary societal developments such as managed care impacts research and health care delivery. The class addresses the social construction of health and illness and theoretical perspectives used within the field of health communication in four areas: interpersonal communication, community health, organizational issues, and health messages in the media.

*Ashley Duggan*

**CO 466 Nonverbal Communication (Fall/Spring: 3)**

**Satisfies one of two writing intensive courses required within the Communication major**

This course will explore different aspects of nonverbal communication (body language, facial expression, physical appearance, etc.) and the many ways in which they impact our lives. Class activities and discussions will be applicable directly to relationships with friends, family, and romantic partners! By the time you complete this course you will have acquired a resource-base to (1) understand why and how nonverbal signals are used to communicate, (2) understand the role of theory related to nonverbal communication, and (3) improve your ability to apply these principles to your day-to-day interpersonal relationships and work settings.

*Jonathan Bowman*

**CO 468 Organizational Communication (Fall/Spring: 3)**

**Satisfies one of two writing intensive courses required within the Communication major**

This course analyzes the ways human communication and interactions organize social life as well as the roles and forms of communication in organizations. The course begins by reviewing the different metaphors framing the meanings of, and relationships between, organization and communication. These frames are then used to explore topics such as culture, power and politics, decision-making, technology, and diversity and globalization. Research reports, case studies, and news reports are used throughout. Drawing from these explorations, students will independently investigate a topic.

*James Olufowote*

**CO 470 Capstone: Conflict, Decision, and Communication (Fall: 3)**  
**Cross Listed with UN 510**

**Satisfies one of two writing intensive courses required within the Communication major For Seniors only**

This course focuses on questions which form the basis of critical decision making throughout our lives in four principal endeavors: work (vocation), personal relationships (love and friendship), citizenship (duty towards others), and spiritual development (making our lives meaningful). In the course of discussion we will examine conflict and discuss how to make appropriate decisions in view of our values and beliefs.

*Ann Marie Barry*

**CO 478 Producing Documentaries (Fall: 3)**

This course is advanced for learning and practicing the role of producer in planning, making, and transmitting television/video documentaries. In addition to studying the role of producer, students will develop skills to handle practical requirements of the production process. Each student will co-produce one or more documentaries, working with a production crew made up of class members and Channel 46 staff. Student crew assignments will be decided after consulting Channel 46 staff and based on the teacher's assessment of student's background, experience, progress during the semester, and personal interest.

*Kevin F. Kersten, S.J.*

**CO 485 Advanced Intercultural: studyabroad.com (Fall/Spring: 3)**

*Prerequisites:* CO 442 or equivalent, enrolled in BC-sponsored international program, permission of instructor

**For a complete description of the course and its assignments, check the website at <http://www2.bc.edu/~matelski>**

This is a web-based, advanced intercultural communication course intended for those studying abroad. Offered by "permission only," students allowed into this class are strongly recommended to have taken CO 442 or its equivalent as a prerequisite, and should be enrolled in a BC-sponsored international program.

*Marilyn J. Matelski*

**CO 500 Debate Practicum (Fall/Spring: 1)**

*Prerequisites:* Participation on the intercollegiate debate team and permission of the instructor

Advanced discussion of argumentation theory and debate practice with an emphasis on contemporary intercollegiate debate.

*John Katsulas*

**CO 501 Communication Internship (Fall/Spring: 1)**

*Prerequisite:* Permission of instructor

This course is a 1-credit pass/fail internship available for sophomore, junior, and senior Communication majors. See Internship Director for details.

*Roger Woolsey*

**CO 520 Media Workshop (Fall/Spring: 3)**

*Prerequisites:* Senior standing, 3.2 in major, six completed BC communication courses (including core requirements), and permission of the instructor  
**This course may not be repeated.**

This course gives senior communication majors an opportunity to pursue a partial internship in the electronic or print media. Practical experience will be supplemented by discussions of relevant theoretical constructs. Adherence to professional protocol is expected. A field research paper is required.

*Roger Woolsey*

### CO 592 Honors Thesis (Fall/Spring: 3)

A research course under the guidance of a faculty member for those writing an Honors Thesis.

*The Department*

### CO 597 Readings and Research—Communications (Fall/Spring: 3)

*Prerequisite:* Permission of the instructor

**This course may be repeated.**

This course is intended to provide an opportunity for students to explore topics not currently covered in the curriculum. Students will work on a specific research project under the supervision of a faculty member. The defining characteristics of the course are that (1) it must involve extensive readings, and (2) it must include a formal term paper of twenty or more pages.

*The Department*

### CO 598 Teaching Assistantship (Fall/Spring: 3)

*Prerequisite:* Permission of instructor

**Open only to seniors.**

This course is intended to provide undergraduate students with teaching experience. Students assist a professor in planning and implementing various aspects of a course.

*The Department*

### CO 599 Advanced Independent Research (Fall/Spring: 6)

*Prerequisite:* Permission of the department

This course is for seniors only.

*The Department*

## Computer Science

### Faculty

**Peter G. Clote**, Courtesy Appointment, *Professor*; B.Sc., Massachusetts Institute of Technology; M.A., Ph.D., Duke University; These d'Etat, University of Paris

**James Gips**, Courtesy Appointment, *Professor*, *John R. and Pamela Egan Chair*; S.B., Massachusetts Institute of Technology; M.S., Ph.D., Stanford University

**Howard Straubing**, *Professor*; A.B., University of Michigan; Ph.D., University of California at Berkeley

**Peter Kugel**, *Associate Professor*; A.B., Colgate University; Ph.D., Harvard University

**Robert Muller**, *Associate Professor*, *Chairperson*; A.B., M.S., Indiana University; Ph.D., Boston University

**C. Peter Olivieri**, *Associate Professor*; B.S.B.A., M.B.A., Boston College; Ph.D., Columbia University

**Edward Sciore**, *Associate Professor*; B.S., Yale University; M.S.E., Ph.D., Princeton University

**Robert P. Signorile**, *Associate Professor*; B.S., Queens College; M.S., New York University; M.S., Ph.D., Polytechnic University

**Sergio Alvarez**, *Assistant Professor*; B.S., Universidad Javeriana; M.S., Universidad de los Andes; Ph.D., University of Maryland

**Elizabeth Borowsky**, *Assistant Professor*; B.A., Williams College; M.S., Ph.D., University of California, Los Angeles

**David Martin**, *Assistant Professor*; B.S., Princeton University; M.S., Ph.D., University of California at Berkeley

**Ambitabha Roy**, *Assistant Professor*; B.Tech, Indian Institute of Technology; M.S., Ph.D., University of Oregon

**Katherine Lowrie**, *Adjunct Associate Professor*; B.S., M.S., Ph.D., Purdue University

**William G. Ames**, *Senior Lecturer*; M.S., University of Michigan  
**William Griffith**, *Lecturer*; Ph.D., Boston College; Ph.D., University of Massachusetts Amherst

### Contacts

- Department Secretary: Jane Costello, 617-552-3975, jane.costello@bc.edu
- Website: <http://www.cs.bc.edu/>

### Undergraduate Program Description

The Computer Science Department offers major programs in the College of Arts and Sciences leading to the degrees of Bachelor of Arts and Bachelor of Science as well as minor/concentration programs in Computer Science, Bioinformatics, and Scientific Computation. Consult the Operations and Strategic Management listing under the Carroll School of Management for a description of the management concentration in Information Systems. For further information, contact the Computer Science Department at 617-552-3975.

### Bachelor of Arts in Computer Science

The curriculum for the Bachelor of Arts degree in Computer Science is based on current recommendations offered by the Association for Computing Machinery (ACM) for liberal arts institutions. The program is designed to provide a solid foundation in the fundamentals of computer science. At the same time, it provides practical, hands-on experience with computing systems, as the current technology job market dictates.

Students complete a ten-course computer science component, supplemented by a mathematics component rooted in Calculus and Discrete Mathematics. For most students, the program requires completion of thirteen courses.

### Computer Science Component

(Ten courses minimum in Computer Science)

The ten computer science courses required for completion of the Bachelor of Arts major are grouped into two categories, six required core courses and four electives. The six required core courses are the following:

- CS 101 Computer Science I
- CS 102 Computer Science II
- CS 271 Computer Systems
- CS 272 Computer Organization
- CS 383 Algorithms
- CS 385 Theory of Computation

Of the four electives, at least three must be numbered CS 300 or above and two must be chosen from the computer systems cluster: CS 360-CS 369. The fourth elective may be any course numbered CS 200 or above.

### Mathematics Component

At least two mathematics courses are required for completion of the Bachelor of Arts major: one semester of Calculus at the level of Calculus II or higher and one semester of Discrete Mathematics. Students will ordinarily complete the calculus requirement with any one of the following courses: MT 101, MT 103, MT 105, MT 200, MT 201, or MT 202. Realistically, most students will need to complete a prerequisite calculus course (e.g., MT 100 before MT 101, or MT 102 before MT 103), so this calculus requirement will usually be met by enrolling in a two-semester sequence.

Students must complete the Discrete Mathematics requirement with the one semester course CS/MT 245 Discrete Mathematics.

Double majors in mathematics may satisfy the Discrete Mathematics requirement by taking MT 445. It is especially important that Discrete Mathematics be completed no later than the end of junior year, since this material is prerequisite for the two required courses, CS 383 Algorithms and CS 385 Theory of Computation as well as CS 366 Principles of Programming Languages.

### **Bachelor of Science in Computer Science**

The curriculum for the Bachelor of Science major in Computer Science is based on requirements specified by the Computer Science Accreditation Board (CSAB). The program is designed to provide an extensive background in computer science and is well-suited for students considering graduate study or students planning to pursue careers in science or engineering.

Students must complete a twelve-course computer science component, supplemented by a mathematics component and a natural science component.

### **Computer Science Component**

(Twelve courses minimum in Computer Science)

The twelve computer science courses required for completion of the Bachelor of Science major are grouped into two categories, seven required core courses and five electives. The seven required core courses are the following:

- CS 101 Computer Science I
- CS 102 Computer Science II
- CS 271 Computer Systems
- CS 272 Computer Organization
- CS 372 Computer Architecture/CS 373 Digital Systems Lab (this combination counts as one course)
- CS 383 Algorithms
- CS 385 Theory of Computation

Of the five electives, at least four must be numbered CS 300 or above, two must be from the computer systems cluster: CS 360-CS 369 and one must be from the social and ethical issues cluster: CS 260-CS 269.

### **Mathematics Component**

At least five mathematics courses are required for completion of the Bachelor of Science major:

- MT 103 Calculus II (Math/Science Majors) or MT 105 Calculus II - AP (Math/Science Majors)
- Discrete Mathematics (CS/MT 245 or MT 445)
- MT 202 Multivariable Calculus
- MT 426 Probability
- One MT elective from among MT 210 Linear Algebra, MT 216 Algebraic Structures, or any MT course 300 or higher

Since many students will need to complete MT 102 before taking MT 103, this calculus requirement will often be met by enrolling in a two-semester sequence.

### **Science Component**

Students are required to complete twelve semester hours of science courses for science majors. Course work must include one two-semester sequence in a laboratory science for science majors. Students may complete this requirement in several ways. Eligible introductory sequences are:

- Biology (BI 200/210, BI 202/211 or BI 304, BI 305, BI 310/311)
- Chemistry (CH 109/111/113, CH 110/112/114 or

CH 117/119/121, CH 118/120/122)

- Geology/Geophysics (GE 132/133, GE 134/135, GE 157/158, GE 160/161)
- Physics (PH 209/203, PH 210/204, PH 211/213, PH 212/214)

Students fulfilling the Science Component with the BI 304, BI 305 sequence may wish to consider completing the requirement with Computational Biology (CS/BI 507). The geology/geophysics sequence is an 8-credit sequence so another four credits are required. The physics sequences are 10-credit sequence so one additional 3-credit course is required.

### **Departmental Honors**

Computer Science majors of junior or senior standing with at least a 3.3 grade point average in CS courses are eligible to join the Departmental Honors Program. In order to graduate with the Departmental Honors designation, the student must maintain at least a 3.3 grade point average in CS courses, and they must complete a senior thesis. In order to complete a senior thesis, an eligible student must have a thesis proposal approved by a faculty advisor and by the Honors Committee by the end of their junior year; they must complete two sections of CS 397 Honors Thesis during their senior year with grades of B+ or higher; they must submit a written honors thesis by the last day of class in the second semester of their senior year; and they must make an oral presentation of their thesis at the of end their senior year.

Bachelor of Arts students participating in the Honors Program are required to take both sections of CS 397 Honors Thesis in addition to the ten required courses. Thus, they are required to take twelve computer science courses. Bachelor of Science students may count one section of CS 397 Honors Thesis as a departmental elective. Thus; they are required to take thirteen computer science courses in all.

### **The Minor Program**

The minor program in Computer Science is designed to provide an introduction to computer science, primarily for Mathematics and science majors. It is also suitable for students with a strong secondary interest in computer science and good analytical skills.

Six courses are required for completion of the minor:

- CS 101 Computer Science I
- CS 102 Computer Science II
- CS 271 Computer Systems or CS 272 Computer Organization
- One elective course numbered 200 or above
- Two elective courses numbered 300 or above

### **Interdisciplinary Concentration in Bioinformatics**

Bioinformatics is an interdisciplinary field of study combining aspects of Biology, Mathematics, and Computer Science. Undergraduates enrolled in degree programs in any one of these three disciplines can obtain the designation of a *Concentration in Bioinformatics* by completing the following courses (or their equivalents):

- BI 304 Molecular Biology (lab not required)
- BI 305 Molecular Biology (lab not required)
- BI 420 Introduction to Bioinformatics (fall)
- BI 424 Computational Foundations of Bioinformatics (spring)
- BI 585 Genomics Laboratory (spring)
- CS 127 Introduction to Scientific Computation (fall)
- CS 327 Algorithm Analysis and Design for Computational Scientists (initial offering spring 2006)
- MT 226 Probability for Bioinformatics (initial offering in spring 2006)

Completion of the concentration will lead to provision of a letter from the chair of the department in which the student majors, certifying that the student has completed the requirements for the *Concentration in Bioinformatics*.

Computer Science majors enrolled in the Bachelor of Science program can complete (equivalents of) CS 127 and CS 327, BI 304, BI 305, BI 420 and the MT 226 course in the course of completing the requirements for the Bachelor of Science in Computer Science. Over and above the requirements for the major, these students would be required to take BI 424 and BI 585.

#### **Information for First Year Majors and Non-Majors**

The Computer Science majors are for students who enjoy using computers and who wish to gain a deeper understanding of computing technology. Both majors are designed to provide a solid foundation in the fundamentals of computer science. At the same time, they provide practical, hands-on experience, as the current technological job market dictates. Students are prepared for a variety of careers such as software development, network administration, technical support, and systems analysis. In addition, knowledge of computing technology is becoming increasingly important for people entering business, law, and the health care fields.

#### **First Year Computer Science Majors**

First year students considering majoring in Computer Science should plan to complete the program's calculus requirement (MT 101 or higher) during first year. Most will enroll in MT 100 in fall semester and continue to MT 101 in spring semester. Students who either carry advanced mathematics placement, or who have completed a year of calculus in high school, should enroll directly in MT 101 (or a more advanced course) in the fall semester. First year students wishing to double major in Computer Science and Mathematics should take the calculus sequence recommended for the Mathematics major.

Freshmen with some prior programming experience or strong technical skills are encouraged to take CS 101 Computer Science I or CS 102 Computer Science II in their first semester. Those students who have had no programming experience may consider beginning with an introductory computer course (e.g., CS 074) in their first year. First year students who have achieved a score of 4 or higher on the Computer Science A.P. Examination, or students entering with significant programming backgrounds, should speak with the Computer Science chairperson about proper course placement (e.g., directly taking CS 102).

#### **First Year Non-Majors**

The department offers five introductory courses in computer science: CS 021, CS 074, CS 101, CS 127 and CS 157. CS 021 is designed to teach students how to use computers effectively in a business setting. Students learn to use a variety of application packages including spreadsheets, database systems, and the Internet. This course is required for all students in the Carroll School of Management but, it is also a popular elective with College of Arts and Sciences students who want business computer skills.

CS 074 is a gentle survey of computer science, intended for Arts and Sciences students who know little to nothing about computing. It is an excellent course both for becoming more computer literate and as a preparation for the CS 101 course.

CS 101 is the introductory programming course. It is required of all Computer Science majors and minors and is a prerequisite for all advanced computer science courses. Therefore, students who wish to

take more than one course in computer science will need to take CS 101 sometime. The skills needed to write computer programs come easily to some people and less easily to others. Students who have little or no programming experience and are apprehensive about their ability should consider enrolling in CS 074 before enrolling in CS 101.

CS 127 is an introduction to programming with an orientation to scientific applications. This course is taught using the C programming language. It is the first course in the minor in Scientific Computation.

CS 157 is an introduction to programming with an orientation to management applications. This course is taught using the Visual Basic programming language and is required for Information Systems concentrators in the Carroll School of Management.

#### **Course Availability**

Most introductory courses (e.g., CS 021, 074, 101, 102, and 157) are available every semester. All courses that are required for the major are offered at least once each academic year. Most advanced electives are offered only in alternate years; hence, student schedules should be designed carefully.

#### **Course Credit Information**

All Computer Science courses are prefixed by the letters CS and are registered as courses in the College of Arts and Sciences. However, because the department serves both the College of Arts and Sciences and the Carroll School of Management, some courses are considered to be primarily management-oriented. These courses (CS 021, CS 157, CS 257 and CS 258) are cross-listed with the Operations, Information, and Strategic Management Department in the Carroll School of Management. CS 260 is also cross-listed with the Operations and Strategic Management Department, but it is not primarily management-oriented.

#### **Preparation for Graduate School**

Students considering graduate school should be aware that the Computer Science Graduate Record Exam (GRE) usually needs to be taken by the fall of their senior year. Consequently, the following courses, which cover material used heavily in the GRE, should be taken by the end of the junior year: CS 272 Computer Organization, CS 245 Discrete Mathematics, CS 383 Algorithms, CS 385 Theory of Computation, and CS 366 Principles of Programming Languages. In addition, the following courses are also strongly recommended: CS 362 Operating Systems, CS 363 Networks and CS 372 Architecture/CS 373 Digital Systems Lab.

#### **Undergraduate Course Offerings**

**Note:** Future course offerings and courses offered on a periodic basis are listed at <http://www.bc.edu/courses/>.

#### **CS 021 Computers in Management (Fall/Spring: 3)**

**This course is required for students in the Carroll School of Management. Students in the College of Arts and Sciences should consider taking CS 074. Credit will not be given for both CS 021 and CS 074.**

The purpose of this course is to teach students how to use computers effectively in their work, whether it is in management or in other areas. Students will learn to use spreadsheets, databases, and simple programs for web-authoring. They will also learn how computers work, how they are used in organizations, and about the social and philosophical implications of such use. The course is currently taught using Microsoft Office on Windows-based machines.

*The Department*

**CS 031 Computers in Management—Honors (Fall: 3)**

This course is a more rigorous version of CS 021 designed for students enrolled in the Honors Program in the Carroll School of Management.

*James Gips*

**CS 074 Introductory Topics in Computer Science (Fall: 3)**

**Credit will not be given for both CS 021 and CS 074.**

This is a gentle survey of computer science intended for students who know little to nothing about computing. Topics are chosen from the following: common computer applications, an introduction to programming, the World Wide Web, and a look at some state-of-the-art trends in computer science. This is a hands-on course with weekly exercises on a computer.

*Robert Muller*

*Howard Straubing*

**CS 101 Computer Science I (Fall/Spring: 3)**

**Prerequisite:** No formal prerequisite, but some experience with computers is helpful.

This course is an introduction to the art and science of computer programming and to some of the fundamental concepts of computer science. Students will write programs in the Java programming language. Good program design methodology will be stressed throughout. There will also be a study of some of the basic notions of computer science, including computer systems organization, files, and some algorithms of fundamental importance.

*The Department*

**CS 102 Computer Science II (Fall/Spring: 3)**

**Prerequisite:** CS 101

In this course the student will write programs that employ more sophisticated and efficient means of representing and manipulating information. Part of the course is devoted to a continued study of programming. The principal emphasis, however, is on the study of the fundamental data structures of computer science (lists, stacks, queues, trees, etc.), both their abstract properties and their implementations in computer programs, and the study of the fundamental algorithms for manipulating these structures. Java is the language students will use for programming.

*The Department*

**CS 127 Introduction to Scientific Computation (Fall: 3)**

**Cross Listed with EC 309**

**This course is required for students minoring in Scientific Computation.**

An introductory course in computer programming for students interested in numerical and scientific computation. Students will learn the C programming language in a UNIX or GNU/Linux environment. Emphasis will be placed on problems drawn from the sciences and will include the implementation of basic numerical algorithms such as solutions of nonlinear equations, numerical integration, solving systems of linear equations, error optimization, and data visualization.

*The Department*

**CS 157 Introduction to Programming for Management (Fall/Spring: 3)**

**Prerequisite:** CS 021

**Cross Listed with MD 157**

**This course is required for Information Systems concentrators. Students who have taken CS 101 may not take this course. This course is the same as MD 157.**

An introductory programming course for students interested in management applications. Students will learn to design and implement software in the Visual Basic programming language.

*James Gips*

*Ed Sciore*

**CS 199 Internship (Fall: 1)**

*The Department*

**CS 245 Discrete Mathematics (Fall/Spring: 3)**

**Prerequisite:** One year of college mathematics

**Cross Listed with MT 245**

This course for Computer Science majors introduces the student to the fundamental notions of discrete mathematics, with an emphasis on graph theory and applications. Topics include the basic notions of set theory and logic, graphs, equivalence relations and partial orderings, basic counting techniques, finite probability, propositional logic, induction, graphs and trees, paths, circuits and cycles, recursion and recurrence relations, and boolean algebra.

*The Department*

**CS 257 Database Systems and Applications (Fall: 3)**

**Prerequisites:** CS 021, CS 157.

**Cross Listed with MD 257**

**This course is required for Information Systems concentrators.**

This course provides an in-depth coverage of database systems and their use. Topics include database design strategies, SQL queries, the use of Visual Basic to build sophisticated forms and applications, and accessing database servers from the web. The goal of the course is to turn users into power users, people who have the knowledge and skills to use databases to their advantage in any business situation.

*Edward Sciore*

**CS 258 Systems Analysis and Design (Spring: 3)**

**Prerequisites:** CS 021, CS 157. CS 257 is recommended.

**Cross Listed with MD 258**

**This course is required for Information Systems concentrators.**

The course studies information systems (IS) development including requirements, analysis, design and implementation phases and workflows. We investigate the roles of systems analysts, serving as intermediaries between users, managers, and implementors, and helping each to understand the needs and problems of others. The student will learn about major methods and tools used in the systems development process.

*Katherine Lowrie*

**CS 260 Social and Ethical Issues in Information Technology (Spring: 3)**

**Cross Listed with MD 260**

See course description in the Operations, Information, and Strategic Management Department.

*Richard Spinello*

**CS 266 Technology and Society (Fall/Spring: 3)****Cross Listed with SC 046****Satisfies Social Sciences Core Requirement**

See course description in the Sociology Department.

*Ted Gaiser**The Department***CS 267 Technology and Culture (Fall: 3)****Cross Listed with SC 670, PL 670**

This interdisciplinary course will first investigate the social, political, psychological, ethical and spiritual aspects of the Western cultural development with a special emphasis on scientific and technological metaphors and narratives from the Greeks to the present. We will then focus on the contemporary world, examining the impact of our various technological creations on cultural directions, democratic process, quality of the lifeworld and on the emergent meanings for the terms "citizen" and "ethics" in our so-called post-modern society.

*William Griffith***CS 271 Computer Systems (Fall/Spring: 3)***Prerequisite:* CS 102

This course is concerned with machine-level program and data representation on modern computer systems and on some of the trade-offs that must be considered when selecting one representation (or programming paradigm) over another. We consider how various representations can affect the efficiency, reliability, and security of computing systems. This is a hands-on course; programming will be completed in the procedural language C with comparisons to object-oriented languages such as Java.

*The Department***CS 272 Computer Organization (Fall: 3)***Prerequisite:* CS 101

This course studies the internal organization of computers and the processing of machine instructions. Topics include computer representation of numbers, combinational circuit design (decoders, multiplexers) sequential circuit design and analysis, memory design (registers and main memory) simple processors including datapaths, instruction formats, and control units.

*Katherine Lowrie***CS 290 Multi-Media Programming (Spring: 3)***Prerequisite:* Some programming experience

This course focuses on the design and implementation of a significant multimedia project, using Macromedia Director, mTropolis, or similar software packages. Students will be exposed to the interactive interface design process, the integration of a wide variety of digital media, and the systems design process.

*Peter Olivieri***CS 333 Computer Graphics (Fall: 3)***Prerequisite:* CS 102

An introduction to the algorithms and techniques involved in representing, animating and interacting with three-dimensional objects on a computer screen. The course will involve significant programming in Java and OpenGL.

*William Ames***CS 343 Computer Vision (Fall: 3)***Prerequisite:* CS 102

This course will introduce the mathematical foundations and algorithmic techniques of 2-D and 3-D computer vision. Topics

include: cameras and image formation; linear filtering; feature extraction; shape from stereopsis and motion; texture; clustering and image segmentation; and object recognition. The course will also cover those aspects of human vision relevant to machine vision, as well as the philosophical roots of vision science.

*David Martin***CS 345 Machine Learning (Spring: 3)***Prerequisite:* CS 101 and either CS 245 or MT 202 or permission of the instructor.

This course provides an introduction to the field of machine learning. Specific learning paradigms to be covered include decision trees, neural networks, genetic algorithms, probabilistic models, and instance-based learning. General concepts include supervised and unsupervised adaptation, inductive bias, generalization, and fundamental tradeoffs. Applications to areas such as human-machine interaction, machine vision, bioinformatics, and computational science will be discussed.

*Sergio Alvarez***CS 373 Computer Architecture Lab (Spring: 1)***Prerequisite:* CS 272*Corequisite:* CS 372

A laboratory-based study of computer hardware in which the students design and build digital circuits related to the topics in CS 372. Topics include: hardware description languages, combinational and sequential circuits, arithmetic and logic units, input/output circuits, data paths, control, pipelining, and system design.

*William Ames***CS 381 Cryptography (Spring: 3)***Prerequisite:* CS 102 and CS 245

How can Alice ensure that the message she sends to Bob can be read only by Bob, even if the message is intercepted by an eavesdropper? How can Bob ensure that the message he receives really did come from Alice? How can a server verify a client's password without storing sensitive password information? This course studies both the theoretical foundations and implementation of algorithms for private- and public-key cryptography, digital signatures, cryptographic hash-codes and authentication schemes. We will consider real-world protocols and practices (e.g., SSL and public key certificates) as well as more speculative protocols and methods (electronic elections, quantum cryptography).

*Howard Straubing***CS 383 Algorithms (Fall: 3)***Prerequisites:* CS 271 and either CS 245 or MT 445

This course is a study of algorithms for, among other things, sorting, searching, pattern matching, and the manipulation of graphs and trees. Emphasis is placed on the mathematical analysis of the time and memory requirements of such algorithms and on general techniques for improving their performance.

*The Department***CS 385 Theory of Computation (Spring: 3)***Prerequisites:* CS 102 and either CS 245 or MT 445

This course is an introduction to the theoretical foundations of computing through the study of mathematical models of computing machines and computational problems. Topics include finite-state automata, context-free languages, turing machines, undecidable problems, and computational complexity.

*The Department*

**CS 391 Games and Numbers (Spring: 3)***Prerequisites:* CS 245 or MT 245

This course is about the mathematical theory of two-person strategy games without chance elements. We examine a large number of such games, find out what mathematics can tell us about finding winning strategies, and a little bit of what Computer Science can tell us about how easy or hard it is for a computer to play such games well. We'll also see how the same ideas can be used to construct numbers, then go back to the world of play and look at the (very different) mathematical ideas behind the solution of puzzles like jump-peg solitaire and Rubik's cube.

*Howard Straubing***CS 397 Honors Thesis (Fall/Spring: 3)**

Arrangements with a faculty supervisor and the permission of the department are required for registration.

Independent study project for students enrolled in the departmental honors program.

*The Department***CS 399 Readings in Computer Science (Fall/Spring: 3)**

Arrangements with a faculty supervisor and the permission of the department are required for registration.

Independent reading and research for students who wish to study topics not covered in the regular curriculum.

*The Department***Undergraduate and Graduate Course Offerings****CS 367 Compilers (Spring: 3)***Prerequisites:* CS 271 and CS 272. CS 366 is recommended.

Compilers are programs that implement high level programming languages by translating programs in such languages into machine code or some other easy to process representation. This course deals with the principles and techniques used in the design of compilers. Topics include static analysis, translation, memory management and code optimization. This course includes a significant programming project using Java.

*Robert Muller***CS 372 Computer Architecture (Spring: 3)***Prerequisite:* CS 272*Corequisite:* CS 373

In this course we investigate how computer hardware works and what considerations go into the design of a computer. Topics considered include instruction programming and control, computer arithmetic, processor design (multicycle datapaths, pipelining), memory hierarchy, input/output, and advanced architecture topics.

*Katherine Lowrie***Economics****Faculty**

**James E. Anderson**, *Professor*; A.B., Oberlin College; Ph.D., University of Wisconsin

**Richard J. Arnott**, *Professor*; B.S., Massachusetts Institute of Technology; M.A., M.Phil., Ph.D., Yale University

**David A. Belsley**, *Professor*; A.B., Haverford College; Ph.D., Massachusetts Institute of Technology

**Donald Cox**, *Professor*; B.S., Boston College; M.S., Ph.D., Brown University

**Frank M. Gollop**, *Professor*; A.B., University of Santa Clara; A.M., Ph.D., Harvard University

**Peter T. Gottschalk**, *Professor*; B.A., M.A., George Washington University; Ph.D., University of Pennsylvania

**Peter N. Ireland**, *Professor*; B.A., M.A., Ph.D., University of Chicago

**Hideo Konishi**, *Professor*; B.A., Kyoto University, Japan; M.A., Osaka University, Japan; M.A., Ph.D., University of Rochester

**Marvin Kraus**, *Professor*; Chairperson of the Department; B.S., Purdue University; Ph.D., University of Minnesota

**Arthur Lewbel**, *Professor*; B.S., Ph.D., Massachusetts Institute of Technology

**William B. Neenan, S.J.**, *Professor and Vice President*; A.B., A.M., S.T.L., St. Louis University; Ph.D., University of Michigan

**Joseph F. Quinn**, *Professor and Dean*; A.B., Amherst College; Ph.D., Massachusetts Institute of Technology

**Fabio Schiantarelli**, *Professor*; B.S., Universita Bocconi, Italy; M.S., Ph.D., London School of Economics

**Uzi Segal**, *Professor*; B.S., M.A., Ph.D., Hebrew University, Israel

**Richard W. Tresch**, *Professor*; A.B., Williams College; Ph.D., Massachusetts Institute of Technology

**Christopher F. Baum**, *Associate Professor*; A.B., Kalamazoo College; A.M., Florida Atlantic University; Ph.D., University of Michigan

**Luisa Lambertini**, *Associate Professor*; B.S., Universita degli Studi di Bologna, Italy; M.A., University of Warwick, United Kingdom; Ph.D., University of California-Berkeley

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**Robert G. Murphy**, *Associate Professor*; B.A., Williams College; Ph.D., Massachusetts Institute of Technology

**Harold A. Petersen**, *Associate Professor*; A.B., DePauw University; Ph.D., Brown University

**Ingela Alger**, *Assistant Professor*; M.S.C., Stockholm School of Economics, Sweden; Ph.D., Université de Toulouse, France

**Fabio Ghironi**, *Assistant Professor*; M.A., Universita Bocconi, Italy; Ph.D., University of California, Berkeley

**Matteo Iacoviello**, *Assistant Professor*; M.Sc., Ph.D., London School of Economics

**Istvan Konya**, *Assistant Professor*; B.S., Budapest University of Economics; M.A., Ph.D., Northwestern University

**Marina Pavan**, *Assistant Professor*; B.S., Universita di Trieste, Italy; M.S., Ph.D., University of Pennsylvania

**Catherine G. Schneider**, *Senior Lecturer*; Assistant Chairperson; A.B. Middlebury College; M.A., Ph.D., Johns Hopkins University

**Contacts**

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- Website: <http://www.bc.edu/economics/>

**Undergraduate Program Description**

The Economics program provides a critical examination of how the economic system works in the United States and throughout the world. The introductory courses are surveys of economic problems,

policies, and theory; and the required courses in micro theory and macro theory give a deeper analytical foundation. Electives permit further study in a wide range of fields, including money and banking, international trade and finance, public sector economics, capital theory, labor economics, industrial organization, environmental economics, law and economics, and econometrics.

The Economics major provides a general background that is useful to those planning careers in law, government service, or business as well as those planning careers as professional economists. Professional economists work as college teachers, as researchers for government agencies, businesses, and consulting firms, and as administrators and managers in a wide range of fields.

#### **The Core**

Principles of Economics-Micro and Macro (EC 131 and EC 132, respectively) satisfy the Core requirements in the social sciences. These are distinct one-semester courses that should be taken in numerical order, Micro before Macro, although Macro can be taken first if necessary. It is possible to take only one of these courses, but the department strongly recommends a year of Principles for a well-rounded introduction to the U.S. economy and current policy issues.

#### **Major Requirements**

Ten 3-credit courses are required for the major: Principles of Economics (EC 131-132), Economic Statistics (EC 151 or 155), Microeconomic Theory (EC 201 or 203), Macroeconomic Theory (EC 202 or 204), and five electives. At least three of the five electives must be upper-level courses, i.e., courses with a theory and/or statistics prerequisite. Requirements for double majors are the same as those for the major.

The Economics major is meant to be structured. Students should take both EC 131 and EC 132 before taking economics courses other than Statistics. Students normally take EC 131 before EC 132, although EC 132 may be taken first. Students taking Principles freshman year would usually take Micro Theory, Macro Theory, and one elective sophomore year. Students taking Principles sophomore year would generally take Micro Theory, Macro Theory, and two electives junior year. Statistics should be taken as soon as possible, certainly no later than sophomore year. Students should complete at least one Theory course before beginning the electives, although we recognize that late starters may not have time to follow this sequence precisely. Students who need to take an elective before completing a theory course should register for a 200-level elective that has only Principles as a prerequisite. It is also possible, with permission of the professor, to take a 300-level elective concurrently with its Theory prerequisite.

Economic electives are taught in two formats: the traditional lecture format, with enrollments up to 40, and a smaller writing-intensive format, with enrollments capped at 15 to 25 depending on the size of the writing component. Students are urged to take advantage of the writing-intensive courses and to check with the Department before the registration period to learn which courses will be offered in which format.

Knowledge of the basic elements of calculus is required of all Economics majors prior to taking the Micro and Macro Theory courses and upper-level electives. No specific calculus courses are required for the major, but all majors should know how to take derivatives of simple functions and to solve maximum and minimum problems. MT 100 and many high school calculus courses provide the basic elements of calculus needed for the Economics major. Any student with a serious interest in

economics should take at least one full year of calculus, MT 100-101, or the equivalent; additional mathematics courses are strongly recommended for students considering graduate work in economics.

#### **Honors Program**

The Honors Program presents highly motivated economics majors with opportunities for more individualized and challenging training in economics. Entrance to the program is ideally in the sophomore year, when students with good Principles grades will be urged to consider the Honors Theory sequence (EC 203-204) in place of the standard theory sequence (EC 201-202). However, students who have already completed EC 201-202 may still be accepted into the Honors Program. Students considering the Honors Program should arrange to take Statistics (preferably EC 155) as soon as possible and then Econometric Methods (EC 228). MT 100-101 or their equivalents are prerequisites for both Econometrics and the Honors Program generally. The honors candidate must complete a 6-credit Thesis (EC 497-498) in the senior year under the direction of a faculty member. In addition to Econometrics and the Thesis sequence, honors students take three other electives, at least one of which must be an upper-level course.

#### **Minor Requirements**

The following courses are required for the minor in Economics: Principles of Economics (EC 131-132), Economic Statistics (EC 151 or 155), Microeconomic Theory (EC 201 or 203), Macroeconomic Theory (EC 202 or 204), and two electives. At least one elective must be an upper-level course.

Finally, students should know the basics of calculus for the Theory courses and for some electives. MT 100 would meet this prerequisite, as would a high school calculus course.

#### **Economics Internship**

EC 199 Economics Internship is available for any student who wishes to do an internship with an agency or organization that requires a Boston College connection as a condition for offering the internship opportunity. A student who wishes to enroll in EC 199 is required to complete an approval form that can be obtained in the Dean's Office of Arts and Sciences. The form must be signed by the student's supervisor in the organization or agency providing the internship and also by the Department's Director of Undergraduate Studies. After it is signed, it should be sent to the student's class dean. At the end of the internship, the agency supervisor must provide an evaluation to the Director. The internship will be graded on a pass/fail basis. Internship credit does not reduce any other course credit required for completing the major or for graduation.

#### **CSOM-Economics Concentration**

All Carroll School of Management students, regardless of their area of concentration, are required to take Principles of Economics (EC 131-132) and Statistics (EC 151 or 155). In addition, students from the Carroll School of Management may choose economics as an area of concentration. The concentration consists of four courses beyond the three required courses: Microeconomic Theory (EC 201 or 203), Macroeconomic Theory (EC 202 or 204), and two electives, at least one of which must be an upper-level course. Students with a serious interest in economics are encouraged to fulfill all the requirements of the Arts and Sciences major.

### Information for Study Abroad

There are many good economics programs offered through universities overseas; students are encouraged to ask their faculty advisors for details about the quality of various programs. Schools with particularly strong reputations in economics include the London School of Economics and University College/London in England; Trinity College and University College/Dublin in Ireland; Pompeu Fabra, Madrid Autonoma, and Madrid Computense in Spain; Sciences Po and University of Paris/Dauphine in France; University of Parma and Bocconi in Italy; and Melbourne University in Australia.

To insure that students are able to complete the requirements for the major in time for graduation, we prefer students to have five courses completed before studying abroad: Micro and Macro Principles, Statistics, and Micro and Macro Theory. At a minimum, students must complete Micro and Macro Principles and one of the Theory courses.

Department policies on study-abroad courses are as follows: Up to two of the five electives that are required for the Arts and Sciences Economics major may be taken abroad. A&S minors and CSOM Economics concentrators are limited to counting one elective from abroad towards their degree requirements. Note that the restrictions on upper- versus lower-level electives apply to courses taken abroad. Micro and Macro Theory cannot be taken abroad.

Those students planning to participate in the Departmental Honors program are strongly advised to identify a thesis topic and a faculty supervisor before going abroad; very tight deadlines during the fall semester of senior year make this advance planning essential.

Students must contact the Director of the Undergraduate Program to plan their semester or year abroad. Students who are considering doing Ph.D. work in economics should think ahead and plan their programs abroad with particular care.

### Graduate Program Description

#### Ph.D. Program

The graduate program in economics is designed for full-time students who are seeking a Ph.D. The program trains economists for careers in teaching, research and the private sector by providing strong backgrounds in economic theory, quantitative research methods, and applied fields. Requirements include course work, comprehensive examinations, a thesis, and a one-year residence requirement. The course requirements consist of a first-year core curriculum and eight electives. The first-year program consists of core courses in Micro Theory (EC 740, 741), Macro Theory (EC 750, 751), Mathematics for Economists (EC 720), Statistics (EC 770), and Econometrics (EC 771). The second year is devoted to electives. In addition to the Department's own electives, students may take courses in the Carroll School of Management's Ph.D. program in Finance.

Students are required to pass written comprehensive examinations in micro theory, macro theory, and in two of the following fields: econometric theory, applied econometrics, monetary economics, international trade and finance, international trade and development, industrial organization, public sector economics, labor economics, urban economics, advanced micro theory, advanced macro theory and finance. Each exam is based on a 2-course sequence on the subject matter. The micro and macro comprehensives are offered twice a year in late May and late August. Students generally take them immediately after the first year and begin to write field comprehensives at the end of the second year.

All students accepted to the program are offered financial aid including tuition remission. A student can expect continued financial support for five years as long as the student achieves satisfactory progress toward the Ph.D. More information about the Ph.D. program and financial aid opportunities can be found at the graduate program menu option at the Department's webpage <http://www.bc.edu/economics/>.

#### Admission Information

An on-line application for your convenience is located at <http://www.bc.edu/schools/gsas/>. If the on-line application is not convenient, requests for paper applications for admission should be addressed to Boston College, Graduate School of Arts and Sciences, Office of Graduate Admissions, McGuinn Hall 221, 140 Commonwealth Avenue, Chestnut Hill, MA 02467 or send an e-mail request to [gsasinfo@bc.edu](mailto:gsasinfo@bc.edu). Any questions regarding admission requirements should be directed toward [gsasinfo@bc.edu](mailto:gsasinfo@bc.edu). For further information, regarding the Ph.D. program, send an e-mail to [sullidde@bc.edu](mailto:sullidde@bc.edu).

#### Undergraduate Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at <http://www.bc.edu/courses/>.

#### EC 131 Principles of Economics I—Micro (Fall/Spring: 3) Satisfies Social Sciences Core Requirement

This course is an analysis of prices, output, and income distribution through the interaction of households and business firms in a modern Western economy. The appropriate role of government intervention is examined and basic analytical tools are applied to current economic problems.

*The Department*

#### EC 132 Principles of Economics II—Macro (Fall/Spring: 3) Satisfies Social Sciences Core Requirement

This course is an analysis of national income and employment, economic fluctuations, monetary and fiscal policy, inflation, growth, and international aspects of macroeconomic policy.

*The Department*

#### EC 151 Economic Statistics (Fall/Spring: 3)

This course is focused on probability, random variables, sampling distributions, estimation of parameters, tests of hypotheses, regression and forecasting.

*The Department*

#### EC 155 Statistics—Honors (Spring: 3)

*Prerequisite:* Calculus

This course is a more intensive analytical treatment of the topics covered in EC 151 and it is designed for Carroll School of Management students.

*Richard McGowan, S.J.*

#### EC 199 Economics Internship (Fall/Spring: 1)

The student works under the direction of an individual professor.

*Catherine Schneider*

#### EC 201 Microeconomic Theory (Fall/Spring: 3)

*Prerequisites:* EC 131 and Calculus

This course develops a theoretical framework with which to analyze consumer and producer behavior. This analysis is then employed to investigate the determination of prices and output in various market situations, the implications for welfare and the appropriate role for government intervention.

*The Department*

**EC 202 Macroeconomic Theory (Fall/Spring: 3)**

*Prerequisites:* EC 132 and Calculus

This course is intended to equip the student for the analysis of the determination of employment and national income. Emphasis will be placed on the Keynesian theory of employment, interest, and money and on post-Keynesian macroeconomic models.

*The Department*

**EC 203 Microeconomic Theory—Honors Level (Fall: 3)**

*Prerequisites:* EC 131 and Calculus

A more intensive analytical treatment of the same material presented in EC 201. Some mathematical tools will be developed as needed. Open to anyone who has done well in Principles of Economics and highly recommended for students interested in doing graduate work in economics.

*Ingela Alger*

**EC 204 Macroeconomic Theory—Honors Level (Spring: 3)**

*Prerequisites:* EC 132 and Calculus

A more intensive treatment of the same material presented in EC 202. Open to anyone who has done well in Principles of Economics and highly recommended for students interested in doing graduate work in economics.

*Robert Murphy*

**EC 228 Econometric Methods (Fall/Spring: 3)**

*Prerequisites:* Calculus, and EC 151 or 155

**Enrollment limited. Significant writing/research component**

This course focuses on testing the predictions of economic theory. Topics covered include: simple and multiple regression, multicollinearity, heteroskedasticity, serial correlation, specification errors, errors in variables, and an introduction to simultaneous equation estimation.

*Christopher Baum*

*Mark Kazarosian*

**EC 229 Economic and Business Forecasting (Fall: 3)**

*Prerequisites:* Calculus and EC 151 or 155

The theory and practice of applied time series analysis will be explored including the subjects of dynamic modeling, parameter estimation, prediction, and model evaluation. Specific topics to be covered will include linear regression, ARMA models, and vector autoregressions.

*Richard McGowan, S.J.*

**EC 233 History of Economic Thought (Fall/Spring: 3)**

*Prerequisites:* EC 131-132

This course will survey the history of economic thinking from the ancient Greeks through the modern period. The emphasis of the course will be on classical and neoclassical economics from Adam Smith through John Maynard Keynes and the neoclassical synthesis of Paul Samuelson. Attention will also be given to contemporary developments.

*Francis McLaughlin*

**EC 261 Money, Banking & Financial Markets (Fall/Spring: 3)**

*Prerequisites:* EC 131-132

This course deals with topics such as significance and functions of money in the economy, behavior of interest rates, banking and management of financial institutions, central banking and the conduct of monetary policy, Federal Reserve System, financial derivatives, money market, foreign exchange market, and the international financial system.

*Hossein Kazemi*

*The Department*

**EC 271 International Economic Relations (Fall: 3)**

*Prerequisites:* EC 131-132

**Enrollment limited. Significant writing/research component**

The course is intended for international studies majors and requires permission of the instructor. Expectations are high in international studies, so the work load is ambitious. Topics include elements of game theory, the theory of international trade and trade policy, and the theory of open economy macroeconomic policy.

*James Anderson*

**EC 278 Environmental Economics (Spring: 3)**

*Prerequisites:* EC 131-132

The course will examine different aspects of natural resource allocation and the protection of environmental quality from an economic standpoint, including: specific areas of market failure, the allocation of public goods, the estimation of non-market values, public policy avenues for influencing natural resource management, and ethical issues in natural resource management.

*Bani Ghosh*

**EC 299 Independent Study (Fall/Spring: 3)**

The student works under the direction of an individual professor.

*Catherine Schneider*

**EC 306 Economics of Asymmetric Information (Spring: 3)**

*Prerequisites:* EC 201 (203) and Calculus

**Formerly listed as EC 307 Contract Theory**

Many economic exchanges are characterized by informational asymmetries between the parties, for instance, a seller may have more information about the quality of the good it sells than the buyer. This class provides a set of tools to analyze such situations. After a general introduction to basic theory, the course will cover a number of applications, including health insurance, the internal organization of firms, regulation, and topics in industrial organization.

*Ingela Alger*

**EC 308 Game Theory in Economics (Fall: 3)**

*Prerequisite:* EC 201

Game Theory is the social science that analyzes how to think (and act) strategically in interactive situations. This course presents Game Theory with its applications to real world situations.

*The Department*

**EC 309 Introduction to Scientific Computation (Fall: 3)**

**Cross Listed with CS 127**

**This course is required for students minoring in Scientific Computation.**

See course description in the Computer Science Department.

*Sergio Alvarez*

**EC 311 Mathematics for Economists (Spring: 3)**

*Prerequisites:* Introductory Calculus, EC 201-202 (EC 203-204)

The course is an introduction to the uses of calculus and other mathematical tools in economic analysis.

*Catherine Schneider*

**EC 327 Advanced Econometrics (Spring: 3)**

*Prerequisite:* EC 228 or equivalent and calculus. Linear algebra strongly recommended.

**Enrollment limited; significant writing/research component.**

This course extends EC 228 to present instrumental variables and GMM estimators, panel data models, limited dependent variable models and selected topics in time series analysis.

*Christopher Baum*

**EC 338 Law and Economics (Fall/Spring: 3)**

*Prerequisite:* EC 201 or EC 203

In this course, we utilize microeconomic analysis to evaluate the performance of legal institutions with particular attention to the issue of economic efficiency. We will focus on questions in the common law fields of property, torts, and contracts (and in the theory and practice of criminal law if time permits).

*James Dalton*

**EC 340 Labor Economics (Fall/Spring: 3)**

*Prerequisites:* EC 201-202

This course will introduce students to the methodology of labor economics from both institutional and neoclassical perspectives. The principal emphasis will be on neoclassical theory and empirical work dealing with the supply and demand for labor; the operation of the labor market; the determination of wages; and the impact of trade unions and collective bargaining. Special emphasis will be placed on applications of theory and empirical findings to policy questions.

*Francis McLaughlin*

**EC 353 Industrial Organization—Competition and Antitrust (Fall/Spring: 3)**

*Prerequisite:* EC 201 or EC 203

An economic analysis of market outcomes when firms are imperfectly competitive. We will analyze such issues as oligopoly behavior, collusion, mergers and takeovers, advertising, product differentiation, price discrimination, entry and entry deterrence, innovation and patents, and antitrust law.

*Frank Gollop*

*James Dalton*

**EC 355 Topics and Case Studies in Antitrust Law and Economics (Fall: 3)**

*Prerequisite:* EC 201 or EC 203

**Enrollment limited. Significant writing/research component**

In this course students will read articles and leading antitrust cases. The issues and cases will be discussed in class. Areas to be covered include market definition for assessing market power; a framework for analyzing price fixing; predatory pricing; merger policy (DOJ/FTC versus FERC); antitrust damages (causation and measurement); and determinants of executive compensation.

*James Dalton*

**EC 365 Public Finance (Fall/Spring: 3)**

*Prerequisite:* EC 201 or EC 203

This is a course in the microeconomics of the public sector. We will discuss the rationale for the government's role in a market economy, major expenditure programs, and the theory and structure of the tax system. The focus will be on the federal government's expenditure and tax programs, with special attention given to topics of current concern.

*Mark Kazarosian*

*Anthony Laramie*

**EC 371 International Trade (Spring: 3)**

*Prerequisite:* EC 201 or EC 203

This course is an analysis of the foundations of trade and the principle of comparative advantage leading to a sophisticated study of protectionism. Current U.S. protectionist issues will be illuminated, as well as economic warfare, control of international factor movements, and interaction of trade and economic development.

*The Department*

**EC 372 International Finance (Fall/Spring: 3)**

*Prerequisite:* EC 202 or EC 204

Macroeconomic aspects of international trade and the balance of payments will be studied by using analytical models of the open economy. Particular emphasis will be placed on current policy issues related to the world debt crisis, the international monetary system, and exchange rates.

*Hossein Kazemi*

*Luisa Lambertini*

**EC 380 Capital Markets (Fall: 3)**

*Prerequisites:* EC 201 or EC 203 and EC 151

Valuation of assets, rates of return, measurement of earnings, finance and securities markets, risk and portfolio choice, and special problems in investment. The course is designed to give students an appreciation of the role of securities markets in the allocation of capital. It assumes some background in economics, but no prior work in finance. Finance majors should not take the course since they would encounter most of the material elsewhere, and anyone who has had basic finance would find about half of the topics redundant.

*Harold Petersen*

**EC 391 Transportation Economics (Spring: 3)**

*Prerequisite:* EC 201 or EC 203

This course applies the basic techniques of microeconomic analysis to the transportation industry: wheels, wings, and water. Both the institutional framework and public policy issues of freight and passenger transportation are examined. Topics to be covered include (1) pricing policies, (2) regulatory reform, and (3) public provision of transportation infrastructure.

*Richard Arnott*

**EC 394 Urban Economics (Fall: 3)**

*Prerequisite:* EC 201 or EC 203

This course deals with the economy of cities. The subjects treated are location and land use, urban transportation, housing, and local taxation and provision of public services. While the emphasis of the lectures will be on theory, there will be some discussion of public policy. Also, all students must write a field essay which entails applying urban economic theory to some aspect of the Boston urban scene.

*Richard Arnott*

**EC 399 Independent Study (Fall/Spring: 3)**

The student works under the direction of an individual professor.

*Catherine Schneider*

**EC 435 Capstone: Business as a Calling (Spring: 3)**

*Prerequisite:* EC 131

**Cross Listed with UN 535**

**Enrollment limited Significant writing/research component.**

**Does not count as an economic elective.**

This seminar explores the question of business as a calling, as an activity that yields great personal satisfaction quite apart from the

money it brings. Is business a noble activity or is it a rather crass but necessary pursuit? Does a view of business as a calling help us to bridge the spiritual and the temporal? For an economy to work, do we need moral and political capital as well as economic capital? If so, how do we sustain our moral and political capital, or rebuild it if it is eroding, or develop it where it is missing?

*Harold Petersen*

**EC 497 Senior Thesis Research (Fall: 3)**

This course provides guidance in developing a thesis topic and preparing a detailed proposal. EC 497 must be completed prior to registering for EC 498 Senior Honors Thesis.

*Frank Gollop*

**EC 498 Senior Honors Thesis (Spring: 3)**

*Prerequisite:* EC 497

Required of all seniors seeking a degree with Honors in Economics.

*Robert Murphy*

**EC 601 Advanced Independent Research (Fall/Spring: 3)**

Required of all seniors seeking a degree with Scholar of the College status.

*Catherine Schneider*

**Graduate Course Offerings**

**EC 720 Math for Economists (Fall: 3)**

This course consists of two modules: one on linear algebra and the second on economic dynamics. The linear algebra portion of the course covers fundamental material in vector spaces, metric spaces, linear equations and matrices, determinants, and linear algebra. This basic material finds application in numerous economics courses, including macro theory, micro theory, and econometrics, and it will be assumed in the theoretical econometrics sequence. The dynamic optimization portion of the course covers differential equations, difference equations, and various topics in dynamic optimization.

*David Belsley*

*Peter Ireland*

**EC 740 Microeconomic Theory I (Fall: 3)**

This course covers basic consumer and producer theory and expected utility maximization. Also covered are special topics in consumer theory such as welfare change measures and revealed preference theory.

*Marvin Kraus*

*Uzi Segal*

**EC 741 Microeconomic Theory II (Spring: 4)**

This course comprises three modules. The first treats pure and applied aspects of general equilibrium theory. The second is an introduction to non-cooperative game theory. The third covers topics in information economics.

*Richard Arnott*

*Hideo Konishi*

**EC 750 Macroeconomic Theory I (Fall: 3)**

The first half of the course presents Keynesian and classical models, rational expectations and its implications for aggregate supply, and economic policy. The second half covers the Solow growth model, infinite horizon and overlapping generation models, the new growth theory, real business cycle theory, and traditional Keynesian theories of fluctuations.

*Fabio Schiantarelli*

**EC 751 Macroeconomic Theory II (Spring: 4)**

The first half of this course covers models of consumer behavior under complete and incomplete asset markets, asset pricing, the consequences of agent heterogeneity, and the foundations of dynamic stochastic general equilibrium modeling of the business cycle. The second half of the course incorporates money and nominal rigidity in the framework and addresses the role of monetary policy.

*Matteo Iacoviello*

*Luisa Lambertini*

**EC 770 Statistics (Fall: 3)**

The first part of this course deals with topics in probability theory, including random variables, conditional distributions, expectation and multivariate distributions. The second part presents topics in mathematical statistics, including moment estimation, hypothesis testing, asymptotic theory and maximum likelihood estimation.

*Zhijie Xiao*

**EC 771 Econometrics (Spring: 4)**

This is a first year graduate course in econometrics. Topics include estimation and inference in classical regression analysis, estimation by maximum likelihood, generalized methods of moments, simultaneous equation models, time series models, and panel data methods.

*Christopher Baum*

**EC 798 Economics Practicum (Fall/Spring: 1)**

**Permission of the Director of Graduate Studies is required.**

*Frank Gollop*

**EC 799 Readings and Research (Fall/Spring: 3)**

**Permission of the Director of Graduate Studies is required.**

A student and professor may propose a course involving readings and research designed to study an issue not covered in the standard course offerings.

*Frank Gollop*

**EC 802 Advanced Microeconomic Theory (Spring: 3)**

*Hideo Konishi*

*The Department*

**EC 803 Advanced Macroeconomic Theory (Fall: 3)**

This course covers optimizing models of inter-temporal consumption and saving behavior under various assumptions on capital markets structure, life horizon, income dynamics and uncertainty faced by households. We analyze the basic analytical structure of these models along with some extensions, deriving their empirical implications and studying some policy applications.

*Marina Pavan*

**EC 820 Fundamental Elements of Econometrics (Spring: 3)**

Topics will be chosen from among the linear model, the geometry of regression, hypothesis testing, non-spherical disturbances, general projections and their geometry, conditioning analysis, asymptotics, structural modeling and simultaneous equations.

*David Belsley*

**EC 821 Time Series Econometrics (Fall: 3)**

*Prerequisite:* EC 751

This course covers major advances in time series analysis. In addition to univariate and multivariate models for stationary time series, it addresses the issues of unit roots and cointegration. The Kalman Filter and time series models of heteroskedasticity are also discussed. The

course stresses the application of technical tools to economic issues, including testing money-income causality, stock market efficiency, the life-cycle model, and the sources of business cycle fluctuations.

*Zhijie Xiao*

**EC 822 Cross Section and Panel Econometrics (Fall: 3)**

*Prerequisite:* EC 771

This course covers major advances in microeconometrics. The course will present developments in estimating models with limited dependent variables, random and fixed effects models, and duration models.

*Peter Gottschalk*

**EC 827 Econometric Theory I (Spring: 3)**

This course provides an introduction to the basic tools and theory of econometrics. Relevant matrix algebra and multivariate distribution theory are developed and applied to the traditional linear regression model and its extensions. Autocorrelation, errors in variables, and other single equation problems will be discussed in this context.

*Arthur Lewbel*

**EC 828 Econometric Theory II (Fall: 3)**

*Prerequisite:* EC 827 or equivalent

This is a course in asymptotic theory for econometric estimation and inference, with emphasis on nonlinear, cross section models. Topics include forms of convergence, consistency and limiting distribution theory, maximum likelihood, linear and nonlinear least squares, generalized method of moments, extremum estimators, nonparametric kernel estimators, and semiparametric estimators.

*Arthur Lewbel*

**EC 853 Industrial Organization I (Fall: 3)**

This course is an introduction to modern industrial organization theory. Topics will include, as time permits, the game theoretic approach to oligopoly theory, theories of barriers to entry, predatory pricing, R&D competition, and applications to trade theory.

*Hideo Konishi*

**EC 854 Industrial Organization II (Spring: 3)**

This course includes an economic analysis of antitrust and regulatory policies: a review of modern antitrust policy, including a study of major cases and the economics literature commenting on antitrust policy, analysis of the genesis of regulation, peak-load pricing, optimal departures from marginal cost pricing, automatic adjustment clauses, the empirical evidence regarding regulation-induced inefficiencies, and an investigation of the special problems of regulatory reform and deregulation in particular industries.

*Frank Gollop*

**EC 862 Monetary Economics II (Spring: 3)**

This course considers various topics in monetary theory and policy with a particular emphasis on empirical applications. Included among the topics covered are money demand, the term structure of interest rates, asset pricing models, macroeconomic aspects of public finance, and models of unemployment and inflation.

*Fabio Schiantarelli*

**EC 865 Public Sector Economics I (Fall: 3)**

This course provides a foundation for the study of the public sector within a market economy, covering the first-best analysis of public expenditures, transfer payments, taxation, and fiscal federalism: the interrelationships between the different levels of government. A selection of second-best informational problems in these areas is also considered.

*Richard Tresch*

**EC 866 Public Sector Economics II (Fall: 3)**

This course covers the positive theory of taxation (the effects of taxation on labor supply, saving, investment, risk taking, and growth, as well as tax incidence), optimal tax and expenditure theory/the theory of the second best, and a selection of other topics depending on the interests of the students and recent developments in the field (e.g., axiomatic social choice theory, the new economics of regulation, the economics of education and the new political economy).

*Richard Arnott*

**EC 871 Theory of International Trade (Fall: 3)**

Emphasis on the structure of general equilibrium, welfare and commercial policy propositions, and the foundations of comparative advantage. The course also covers imperfect competition and uncertainty.

*James Anderson*

**EC 872 International Finance (Fall: 3)**

Analysis of macroeconomic adjustment in open economies with attention to foreign exchange markets, balance of payments, and the international monetary system.

*Luisa Lambertini*

**EC 874 Topics in International Macroeconomics (Spring: 3)**

*Prerequisite:* EC 872

*Corequisite:* EC 861 recommended

This course will focus on the construction of models for understanding the international business cycle and analysis of macroeconomic policy in open economies. The first part will focus on the transmission of macroeconomic shocks across countries, from the international real business cycle literature to models with nominal rigidity and financial imperfections. The second part will cover the recent literature on macroeconomic policy in open economies. The third portion of the course will return to model building and shock transmission and focus on the recent literature at the intersection between international trade and macroeconomic theory.

*Fabio Ghironi*

**EC 875 Political Economy of Trade and Development (Spring: 3)**

This course will consider economy-wide models of endogenous growth, as well as the sector-specific issues that arise from missing markets and asymmetric information. The perspectives of neoclassical political economy will also be emphasized.

*James Anderson*

**EC 885 Analysis of Labor Markets (Fall: 3)**

**It is strongly advised that EC 822 be taken concurrently.**

A comprehensive approach to the analysis of labor markets focusing on job market search, matching of firms and workers, minimum wage, discrimination, centralized wage setting (as in some European countries and transitional economies), migration and demographic decisions (such as marriage and child bearing), labor supply, household production, and program evaluation. Heavy emphasis is placed on specification and estimation of empirical models.

*Peter Gottschalk*

**EC 886 Current Topics in Labor Economics (Spring: 3)**

This course covers topics of current interest in labor economics. Examples include analysis of life-cycle consumer behavior estimation techniques applied to survey microdata, minimum wage legislation, agency problems, informational economics, and intergenerational transfers. Both theoretical and empirical issues are investigated.

*The Department*

**EC 888 Interim Study (Fall/Spring: 0)**

Required for Master's candidates who have completed all course requirements, but have not taken comprehensive examinations.

*Frank Gollop*

**EC 900 Third Year Thesis Workshop (Fall/Spring: 1)**

Third-year students in the Ph.D. program must participate in the Thesis Workshop which meets once each week during both fall and spring terms. Third-year students are required to present a thesis proposal during the spring term.

*Ingela Alger*

*Arthur Lewbel*

**EC 901 Fourth Year Thesis Workshop (Fall/Spring: 2)**

Fourth-year students in the Ph.D. program must participate in the Thesis Workshop which meets once each week during both fall and spring terms. Fourth-year students are required to lead a seminar discussion of some aspect of their Ph.D. dissertation during each term.

*Ingela Alger*

*Arthur Lewbel*

**EC 998 Doctoral Comprehensives (Fall/Spring: 1)**

A 1-credit, tuition-based course for students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculated student for the one or two semesters used to prepare for the Comprehensive. This course is non-graded.

*Frank Gollop*

**EC 999 Doctoral Continuation (Fall/Spring: 1)**

A 1-credit, tuition-based course for all students who have been admitted to Ph.D. candidacy. Students are required to register and pay the tuition for Doctoral Continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation. This course is non-graded.

*Frank Gollop*

**English**

**Faculty**

**Leonard Casper**, *Professor Emeritus*; B.A., M.A., Ph.D., University of Wisconsin

**Albert Duhamel**, *Professor Emeritus*; A.B., Holy Cross, A.M., Boston College, Ph.D., University of Wisconsin

**Joseph A. Longo**, *Professor Emeritus*; B.S., Ed.M., A.M., Rutgers University

**Kristin Morrison**, *Professor Emerita*; A.B., Immaculate Heart College; A.M., St. Louis University; Ph.D., Harvard University

**John Fitzgerald**, *Associate Professor Emeritus*; A.B., M.A., Boston College; Ph.D., Fordham University

**John F. McCarthy**, *Associate Professor Emeritus*; B.A., Harvard University; M.A., Ph.D., Yale University

**Daniel L. McCue, Jr.**, *Associate Professor Emeritus*; A.B., Boston College; M.A., Ph.D., Columbia University

**John H. Randall, III**, *Associate Professor Emeritus*; B.A., Columbia University; M.A., University of California at Berkeley; Ph.D., University of Minnesota

**Joseph A. Appleyard, S.J.**, *Professor and Vice President for Ministry and Mission*; A.B., Boston College; Ph.D., Harvard University

**J. Robert Barth, S.J.**, *McIntyre Professor*; B.A., Ph.L., Bellarmine College; M.A., Fordham University; S.T.B., S.T.L., Woodstock College; Ph.D., Harvard University

**Rosemarie Bodenheimer**, *Professor*; A.B., Radcliffe College; Ed.M., Harvard University; Ph.D., Boston College

**Mary Thomas Crane**, *Professor*; Chairperson of the Department; A.B., A.M., Ph.D., Harvard University

**Elizabeth Graver**, *Professor*; B.A., Wesleyan University; M.F.A., Washington University

**Dayton W. Haskin**, *Professor*; A.B., University of Detroit; A.M., Northwestern University; B.D., University of London; Ph.D., Yale University

**Paul Lewis**, *Professor*; A.B., City College of New York; A.M., University of Manitoba; Ph.D., University of New Hampshire

**Robin R. Lydenberg**, *Professor*; A.B., Barnard College; A.M., Ph.D., Cornell University

**John L. Mahoney**, *Rattigan Professor*; A.B., A.M., Boston College; Ph.D., Harvard University

**Paul Mariani**, *University Professor of English*; B.A. Manhattan College; M.A., Colgate; Ph.D., CUNY

**Suzanne M. Matson**, *Professor*; B.A., Portland State University; M.A., Ph.D., University of Washington

**Frances L. Restuccia**, *Professor*; B.A., M.A., Occidental College; Ph.D., University of California at Berkeley

**Alan Richardson**, *Professor*; A.B., Princeton University; A.M., Ph.D., Harvard University

**Carlo Rotella**, *Professor*; B.A., Wesleyan University; M.A., Ph.D., Yale University

**Richard J. Schrader**, *Professor*; A.B., Notre Dame University; A.M., Ph.D., Ohio State University

**E. Dennis Taylor**, *Professor*; A.B., College of the Holy Cross; A.M., Ph.D., Yale University

**Christopher P. Wilson**, *Professor*; A.B., Princeton University; Ph.D., Yale University

**Judith Wilt**, *Professor*; Newton College Alumnae Chair in Western Culture; A.B., Duquesne University; Ph.D., Indiana University

**Henry A. Blackwell**, *Associate Professor*; A.B., Morgan State College; M.A., Ph.D., University of Chicago

**Amy Boesky**, *Associate Professor*; B.A., Harvard College; M.Phil., University of Oxford; Ph.D., Harvard University

**Robert L. Chibka**, *Associate Professor*; B.A., Yale University; M.F.A., University of Iowa; M.A., Ph.D., Cornell University

**Paul C. Doherty**, *Associate Professor*; A.B., College of the Holy Cross; A.M., Boston University; Ph.D., University of Missouri

**Rhonda Frederick**, *Associate Professor*; B.A., M.A., Ph.D., University of Pennsylvania

**Carol Hurd Green**, *Adjunct Associate Professor*; B.A., Regis College; M.A., Georgetown University; Ph.D., George Washington University

**Marjorie Howes**, *Associate Professor*; B.A., University of Michigan; Ph.D., Princeton University

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**Philip T. O'Leary**, *Associate Professor*; A.B., College of the Holy Cross; Ph.D., Harvard University

**Kalpana Seshandri-Crooks**, *Associate Professor*; B.A., St. Francis College; M.A., M.Phil., University of Hyderabad; Ph.D., Tufts University

**Andrew Sofer**, *Associate Professor*; B.A., University of Jerusalem, Israel; M.F.A., Boston University of Theater Arts; M.A., Ph.D., University of Michigan, Ann Arbor

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**Robert Stanton**, *Associate Professor*; B.A., M.A., Ph.D., University of Toronto

**Laura Tanner**, *Associate Professor*; B.A., Colgate University; Ph.D., University of Pennsylvania

**Laurence Tobin**, *Associate Professor*; B.A., Earlham College; M.A., University of Chicago; Ph.D., University of New Hampshire

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**Paula Mathieu**, *Assistant Professor*; B.S., University of Illinois at Urbana-Champaign; M.S., Ph.D., University of Illinois at Chicago

**Kevin Ohi**, *Assistant Professor*; B.A., Williams College; M.A., Ph.D., Cornell University

**James Smith**, *Assistant Professor*; B.A., M.A. University College, Dublin; Ph.D., Boston College

**John Anderson**, *Adjunct Assistant Professor*; B.S., University of Colorado; M.A., Ph.D., Boston College

**Ellen Donovan-Kranz**, *Adjunct Assistant Professor*; B.A., Boston College; M.A., Northeastern University; M.F.A., University of Massachusetts, Amherst

**George O'Har**, *Adjunct Assistant Professor*; B.A., University of Massachusetts; M.A., Boston College; Ph.D., Massachusetts Institute of Technology

**Susan Roberts**, *Lecturer*; B.A., St. Michael's College; M.A., Boston College

**Bonnie K. Rudner**, *Lecturer*; B.A., Rutgers University; M.A., Boston College

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#### Undergraduate Program Description

In an academic milieu fragmented into departments and specialized disciplines, the study of literature is one of the few remaining elements of the old liberal education that still offers students a point of view from which they can integrate the diversity of their own experi-

ence. Language is the mirror of the human mind and literature the record of its preoccupations—intellectual, aesthetic, psychological, political, social, historical, moral, and religious.

The study of literature is thus a schooling in human experience, and its primary use is for the development of those who study it. It is also, of course, good training for any field in which understanding of behavior is valued. The tools used, because they deal with language and the forms of expression, have applicability in any kind of work where precise and effective communication is important. English majors can develop these skills to a considerable degree while undergraduates, and non-majors will find that taking even a few well-chosen courses beyond the Core requirement can widen their knowledge of literature and sharpen their linguistic abilities.

The English major at Boston College is designed to introduce students to a wide range of expression in the literary traditions of the past and present. It aims to help undergraduate students develop a strengthened ability to work critically and sensitively with texts in poetry and prose, to write with clarity and grace, and to articulate judgments about literature with an awareness of various critical approaches. English majors will become familiar with some of the major developments in the history of British and American literature, and will have the opportunity to choose from an array of courses covering topics from the medieval period to contemporary cultural studies.

#### Information for First Year Majors and Non-Majors

The English Department has primary responsibility for two Core requirements—EN 010 First Year Writing Seminar, taught entirely by English Department faculty, and EN 080-084 Literature Core, taught largely by English Department faculty. Students may not take courses through the Woods College of Advancing Studies for the purpose of fulfilling their English Core requirement. Because Core classes are restricted to first-year students, students should plan to take both courses during the first year.

#### EN 010 First Year Writing Seminar

The First Year Writing Seminar helps students use their writing as a source of learning and a form of communication. Designed as a workshop in which each student develops a portfolio of personal and academic writing, the seminar follows a semester-long process. Students write and rewrite essays continuously, discuss their works-in-progress in class, and receive feedback during individual and small group conferences with the instructor. In connection with their writing, students read and discuss a wide range of texts, including various forms of non-fiction prose. In addition to regular conferences, the class meets two hours per week to learn and discuss writing processes and strategies, various genres and rhetorical situations for writing, the evolving drafts of class members, and various forms of conducting and writing research, including an introduction to using the resources at O'Neill Library.

#### EN 080-084 Literature Core

In this part of the Core program, students explore the principal motives which prompt people to read literature: to assemble and assess the shape and values of one's own culture, to discover alternative ways of looking at the world, to gain insight into issues of permanent human importance as well as issues of contemporary urgency, and to enjoy the linguistic and formal satisfactions of literary art. Individual Core literature courses are designed with separate titles and reading lists in five major areas:

- EN 080 Literary Forms
- EN 081 Literary Themes
- EN 082 Literature and Society
- EN 083 Literature: Traditions and Counter-Traditions
- EN 084 Literatures of the World

In different ways these courses will strive to develop the student's capacity to read and write with clarity and engagement, to allow for that dialogue between the past and present we call history, and to provide an introduction to literary genres.

### English for Foreign Students

The Department offers a number of elective and Core-level courses of English language and literature for foreign students enrolled at Boston College (SL 117-120).

### Major Requirements

Students ordinarily begin an English major in their sophomore year, after completing the First Year Writing Seminar and the Literature Core, or equivalents. In addition to the two Core courses, students must take ten courses from the department's offerings. These must include the following required courses: EN 131 Studies in Poetry and then EN 133 Narrative and Interpretation. These courses are usually taken in sequence in the sophomore year. Both courses train students intensively in the close reading of literary texts and in writing with critical awareness about literature.

Also required are three other courses that must include:

- one course in pre-1700 British or American literature
- two courses in pre-1900 British or American literature

These courses may be taken at any time in the student's major, but preferably after the completion of Studies in Poetry. Students who have a special interest in American literature are advised to take American Literary History I as a foundation for later courses.

During the sophomore year, historical survey courses such as Introduction to British Literature and Culture I and II and the American Literary History sequence may be useful to fill in students' knowledge of the development of English and American literature. At this point, students should be in a position to begin making their own choices about how they will complete the major requirements. They will have many options from among the thirty or more electives the Department offers each semester in English and American literature, in Irish Studies, in writing, in the different genres, and in particular themes.

*Students are reminded that courses taken through the Woods College of Advancing Studies and/or over the summer cannot be counted toward the major.*

By senior year students will have the opportunity to focus on some well-defined topics (individual authors, important single works, specialized themes). Each year the department will offer seminars to enable students, usually seniors and juniors, to work closely with a faculty member on a topic of special interest.

### Individually Designed Major

For some students with specific interdisciplinary interests, in American Studies for instance, an individually designed sequence of courses under the English major is appropriate. Students who satisfy their major requirements this way may count for English credit up to two courses taken in other departments. This plan must be approved by the chairperson and the student's department advisor by the end of the first semester of junior year.

### English Courses for Non-Majors

Though there is no English minor, students majoring in other subjects have always been welcome in English courses for the diversity of viewpoint and variety of knowledge they often bring with them. From the students' point of view, English courses offer the enjoyment of reading good literature; insight into history, culture, and human character; and a chance to polish skills of reading and writing.

### American Studies Program

The minor is committed to interdisciplinarity, meaning that it requires one to think beyond assumptions of any single department. The over-arching subjects an American Studies minor investigates are race, class, ethnicity, and gender. But within these broadly defined categories, minors are exposed to a number of more explicit, and contentious, debates within the field of American Studies. By the end of the six-course sequence, minors can expect to have a working knowledge of these topics, and their significance to an understanding of American culture. Minors can elect to enroll in a special concentration in Asian American Studies. This concentration requires minors to take the requisite course in the minor, as well as five other pre-defined courses that specifically address Asian American identity, culture, history, gender, and literary production within a larger discussion on race. Students interested in the American Studies program should contact Professor Carlo Rotella.

### Irish Studies

Irish Studies, an integral part of Boston College's distinguished Irish Programs, offers an interdisciplinary approach to the culture and society of Ireland. Individual courses cover the areas of social, political, and economic history, literature, medieval art, sociology, folk music, and the Irish language. In addition, there are several courses that are jointly taught by faculty from various disciplines. These include a three-semester sequence of courses integrating the history and literature of Ireland, from the eighteenth to the twentieth centuries.

For Irish Studies minors, the Irish Studies Program offers first-semester senior year courses at University College Cork and University College Galway. The program at University College Cork provides extensive exposure in areas of Irish culture not ordinarily available in the United States, such as archeology, ethnography, folklore, and anthropology. The program at University College Galway offers intensive study in the Irish language for students who have had experience with the language. Interested students should apply to the Center for International Partnerships and Programs or see Professor O'Neill of the History Department.

### Women's Studies

Please contact Professor Kalpana Seshadri-Crooks in the English Department.

### Creative Writing Concentration

The English Department offers a Creative Writing concentration that allows certain students to intensify and focus their English majors by taking a series of practice-based writing courses along with their literature courses. The creative writing concentrator undertakes a twelve-course English major instead of the usual ten courses. Three of these courses must be writing workshops in any genre, selected with the help of the student's concentration advisor. Applicants must have received a grade of B+ or better in the First Year Writing Seminar or have placed out of it. They must submit an eight-page creative writing manuscript in order to be considered. Applications, due at the end of the fall semester sopho-

more year, are available in the English office. Interested sophomores are strongly encouraged to register for fall sections of Introduction to Creative Writing or Writing Workshop: Creative Nonfiction to help generate a stronger writing sample for the application. Some seats in these courses will be held for prospective concentrators.

### Secondary Education Majors and Minor

English majors who are also completing Lynch School of Education majors must fulfill more specific major requirements to demonstrate a broad range of knowledge within the discipline. In addition to the First Year Writing Seminar, the Literature Core, Studies in Poetry, and Narrative and Interpretation, these students must fulfill the following requirements:

- one Pre-1700 course
- one Pre-1900 course
- one course on Anglophone or Ethnic American Authors
- one course on Women Authors
- one course on the History of Language/Grammar/Linguistics
- one course in Adolescent and Young Adult Literature
- two English electives

To acquire sufficient knowledge across this spectrum, LSOE students should consider taking more general survey courses (e.g., Introduction to British Literature and Culture I and II, American Literary History I, II, and III) to fulfill some requirements.

Students with questions about the EN/LSOE requirements should contact Treseanne Ainsworth.

### Minor in Secondary Education

Students in the College of Arts and Sciences majoring in English may apply to minor in Education, in order to gain certification for teaching. The program begins in the junior year. Interested students should contact the Coordinator of Secondary Education or the Associate Dean in the Lynch School of Education during the first semester in sophomore year.

The Department recommends that English majors completing a secondary education minor follow the guidelines listed above for course selection as well.

### Linguistics

The Program in Linguistics, housed in the Department of Slavic and Eastern Languages, offers courses for English majors who want to study English from a linguistic perspective or to examine the nature of language.

### Information for Study Abroad

While the department is flexible as to the number of courses that majors need to complete before studying abroad, English majors wishing to study abroad should complete (at minimum) the required Studies in Poetry and Narrative and Interpretation. Because each student's background varies, students are advised on an individual basis. Two courses per semester from an English speaking country and one course per semester from a non-English speaking country may be counted for major credit. These courses may be historical requirements or as major electives.

Journalism and communications courses are not considered English electives unless they are taught within an English department. Students in the Creative Writing concentration are strongly discouraged from studying abroad for a full year.

Students may study abroad for either or both semesters, but must contact Treseanne Ainsworth, Assistant to the Chairperson, Carney 444, when planning their study abroad.

There are many strong English programs offered through universities overseas. Majors are encouraged to discuss options with their faculty advisors. Some examples of particularly strong programs include: Mansfield and Manchester Colleges, Oxford University, King's College, Cambridge University, University College London (UCL), Queen Mary & Westfield (QMW), University of London, Advanced Studies in England, Bath, Lancaster University, University of Glasgow, University College Dublin (UCD), Trinity College Dublin, NUI Galway, University of Paris.

### Honors Program

The English Department offers an honors program for English majors. Students admitted to the program will write an honors thesis. Students who are contemplating a senior thesis are encouraged to take one of the Department's seminars during their junior year. A description of this program is available in the Department office.

### Graduate Program Description

#### Master of Arts Program

The Master of Arts in English degree is intended for students who wish to extend and consolidate their knowledge of the field before moving on to work at the Ph.D. level, and for students oriented toward careers in secondary education, publishing, or related fields who desire a challenging, rigorous, and up-to-date academic program. Candidates pursuing the M.A. degree will be expected to complete courses granting at least 30 hours of graduate credit. Three of these course credits must be in a theory course (ordinarily thought of as a course primarily concerned with the study of texts in literary and/or cultural theory) from among the Department's regular offerings; and three must be in the Introduction to Advanced Research course (or its equivalent). Students may devote up to six of the required 30 credits to independent work under the supervision of Department faculty, resulting in one or more longer papers. Students wishing to pursue this option should consult with the Program Director early in their graduate careers.

Students must also pass two examinations: a language and a literary studies examination. The first will demonstrate reading knowledge of a foreign language. The second will gauge the student's mastery of three different skills or practices integral to advanced literary studies: the ability to analyze in detail a short poem or prose passage; the ability to place a number of passages in their proper literary-historical context based on their form, style, and content; and the ability to reflect on the theoretical, methodological, or interpretive issues involved in reading and criticism. The examinations are offered yearly in December and May.

The language exam may be taken at any time during the course of a student's program; the literary studies exam is ordinarily taken after all courses have been completed or are in the process of completion. Students should consult with the Program Director and with other faculty to plan an appropriate course of studies in anticipation of the examination. The language exam may be taken in a wide range of languages and may be waived if either (1) the candidate can supply proof of proficiency in a foreign language in the form of an undergraduate transcript carrying credits for the completion of at least six semester hours in an advanced course with grades of B or above (taken within

three years of the application for waiver) or (2) the candidate successfully completes a twelve-week intensive language course administered by the Graduate School of Arts and Sciences at Boston College.

#### **Master of Arts Concentration in Irish Literature and Culture**

Boston College offers a Master of Arts degree with a concentration in Irish literature and culture under the auspices of the English Department. Candidates seeking the degree will be expected to complete within two years requirements in courses granting thirty hours of graduate credit, at least twelve of which must be in Anglo-Irish literature. In addition, unless proficiency is demonstrated in a written examination, all candidates will be required to complete twelve credits of course work in the Irish language as a step toward achieving reading ability in modern Irish. Remaining credits may be taken in Irish Studies courses offered by other University departments, such as History, where there is already a graduate program in Irish History, Music, Fine Arts, and Slavic (where Old Irish is taught). At the end of the course of study, students will take an oral examination, focusing on a specific period, genre, or theme chosen by themselves after consultation with members of the Irish Studies faculty.

English faculty offering graduate courses in Irish Studies include Professors Philip O'Leary, James Smith, and Marjorie Howes. In addition, the distinguished visiting scholar holding the Burns Chair in Irish Studies will teach graduate courses in the program.

Information concerning the program can be obtained by writing to the Program Director, Philip O'Leary, at the Department of English, Boston College, Chestnut Hill, MA 02467.

#### **Master of Arts in Teaching**

The Master of Arts in Teaching (M.A.T.) degree is administered through the Lynch School of Education in cooperation with the Department of English. It requires admission to both the Lynch School of Education and to the Department of English. Course requirements vary depending upon the candidate's prior teaching experience; however, all Master's programs leading to certification in secondary education include practical experiences in addition to course work. Students seeking certification in Massachusetts are required to pass the Massachusetts Educators Certification Test. For further information on the M.A.T., please refer to Master's Programs in Secondary Teaching in the Lynch School of Education section of the Catalog or call the Office of Graduate Admissions, LSOE, at 617-552-4214.

#### **Graduate Assistantships and Teaching Fellowships**

Students in the first year of the M.A. program are eligible to receive financial aid in the form of tuition remission. Second year students are eligible for Teaching Fellowships, conferring a stipend and partial remission of tuition.

#### **Program in Linguistics**

In the Department of Slavic and Eastern Languages, the Program in Linguistics offers courses for graduate students in English who want to study English from a linguistic perspective, or to examine the nature of language generally.

#### **Doctor of Philosophy Program**

Usually, no more than four students will be admitted to the doctoral program each year. The small number of students makes possible a flexible program, individually shaped to suit the interests and needs of each student.

All students accepted into the program receive stipends and tuition remission. Fellowships are renewed for five years as long as the student is making satisfactory progress toward completion of requirements for the degree.

#### **Course Requirements**

Four doctoral seminars are to be taken in consecutive semesters over the first two years of the program. The remainder of the student's program may include other graduate courses in the English Department or related disciplines, small reading groups, or individual tutorials shaped around the candidate's preparation for examinations. Ideally, students will have taken four to six courses in addition to the doctoral seminars by the end of the second year. A student-initiated pedagogy colloquium accompanies student teaching, and an advanced professionalization colloquium is taken in the third or fourth year.

#### **Language Requirement**

Students must demonstrate an ability to read two foreign languages or a working knowledge and application of one foreign language and its literature. The first alternative requires successful performance on two translation examinations in which a short text must be translated adequately (with use of a dictionary) in two hours. The second involves submitting a paper in which knowledge of the foreign language is used to work out a literary question, or translating a substantial critical or literary text currently unavailable in English. Commonly, enrollment in language courses, or in graduate electives on translation, accompany the completion of the assignment.

#### **Examinations**

Each student will direct a course of study toward completion of three examinations: a minor field exam (by the end of the second year); a major field exam; and, finally, a dissertation field exam.

A minor field examination normally runs one and one-half hours. Students often decide to design minor examinations that approach a given subject with a particular pedagogical or scholarly end in view. Minor exams may focus on an author, historical period, theoretical field, or genre.

A major examination is broader in scope, and consists of a two-hour oral examination usually on a period or genre.

A dissertation field exam, two and one half hours long, explores a topical area in which the dissertation is likely to take place.

All examinations are graded according to the University scale for graduate examinations. The Chairperson of the examining board submits the grade immediately and prepares, as soon as possible, a written evaluation of the examination for the student and the Departmental records. Other members of the board may also submit individual reports.

#### **Prospectus and Dissertation**

After completing the dissertation field exam, the student will write a prospectus in consultation with his or her Dissertation Director describing the thesis topic and including a working bibliography. This prospectus will be then submitted to two additional faculty members who will also approve the dissertation. All dissertation boards will have at least three faculty readers. Submission of the dissertation will culminate in an oral defense.

Students are responsible for acquainting themselves with all University requirements, fees, and deadlines pertinent to thesis submission and graduation. This information can be obtained from the English Department office or from the Graduate Arts and Sciences Dean's office.

**Teaching**

As part of their program, Ph.D. students engage in a carefully organized sequence of teaching experiences. In the second year, students will spend one semester assisting in a course taught by a faculty member. In the third and fourth years, students teach four independently taught courses: at least one semester of Freshman English, a course in the student's major field or subject area, and two more courses selected to provide the best range of teaching experience for each individual student. Faculty mentoring is a part of every phase of this program.

**Graduate Colloquium**

A student committee composed of M.A. and Ph.D. candidates organizes and schedules graduate colloquia, at which faculty members, outside speakers, or students lead discussions on literary topics. Graduate students and faculty are invited.

**Good Standing**

Candidates for the degree are expected to remain in good standing in accordance with Department guidelines set out for the timely completion of the degree. Continued financial support and participation in the program depends on maintaining good standing.

**English for Foreign Students**

The Department offers a number of specialized courses of English language and literature for foreign students enrolled at Boston College (SL 117-120).

**Undergraduate Course Offerings**

**Note:** Future course offerings and courses offered on a periodic basis are listed at <http://www.bc.edu/courses/>.

**EN 010 First Year Writing Seminar (Fall/Spring: 3)**

A 15-student course designed to engage students with writing as a source of learning and a form of communication.

Designed as a workshop in which each student develops a portfolio of personal and academic writing, the seminar follows a semester-long process. Students write and rewrite essays continuously, discuss their works-in-progress in class, and receive feedback during individual and small group conferences with the instructor. Students read a wide range of texts, including various forms of non-fiction prose. In addition to regular conferences, the class meets two hours per week to discuss the writing process, the relationship between reading and writing, conventional and innovative ways of doing research, and evolving drafts of class members.

*The Department*

**EN 080 Literary Forms (Fall/Spring: 3)**

**Satisfies Literature Core Requirement**

Courses listed under this title are meant to increase awareness of form and genre as significant factors in the experience of reading literature. They address formal genres like the novel, lyric poetry, and drama, or multi-genre forms like tragedy, comedy, romance, or other ideas of form. They include examples of forms from different literary periods to study their variety and development.

*The Department*

**EN 081 Literary Themes (Fall/Spring: 3)**

**Satisfies Literature Core Requirement**

These courses follow a particular theme through several genres and historical periods or cultures, focusing especially on elements in

the theme which persist and seem to address what is enduring in human experience, but addressing also elements of the theme which change with the literary genre or the historical period and culture.

*The Department*

**EN 082 Literature and Society (Fall/Spring: 3)**

**Satisfies Literature Core Requirement**

Courses listed under this title treat literature as an integral part of a larger cultural experience. They examine the relationship between literary works and specific social issues as the relationship develops in particular cultures across time. These courses may use several kinds of cultural and historical documents both to link literature to culture and to raise the question of how and whether to distinguish some of them as literature.

*The Department*

**EN 083 Literature: Traditions and Countertraditions (Fall/Spring: 3)**

**Satisfies Literature Core Requirement**

These courses put two traditions of literature in English into dialogue with one another. They attempt to define the concept of a literary tradition, and to explore the ways it may develop in relation, opposition, or parallel with other traditions. Most courses will treat traditions built around national and/or ethnic experience, but traditions and counter-traditions built around gender, religion, or class are also possible.

*The Department*

**EN 084 The Quest for Justice: Kafka and Kleist**

**Cross Listed with GM 066**

**Satisfies Literature Core Requirement**

**Offered Biennially**

**Conducted in English.**

**All texts in English translation.**

See course description in the German Studies Department.

*Rachel Freudenburg*

**EN 093 Introduction to Modern Irish I (Fall: 3)**

**This course continues in second semester as SL 028/EN 094.**

This is course for beginners in standard modern Irish, with attention to regional variants. The course is intended to develop both conversational and compositional skills and the ability to read Irish prose.

*Joseph Nugent*

**EN 094 Introduction to Modern Irish II (Spring: 3)**

**Prerequisite:** SL 027/EN 093 Introduction to Modern Irish I or equivalent

This is a continuation of a course for beginners in standard modern Irish that pays attention to regional variants. The course is intended to develop both conversational and compositional skills and the ability to read Irish prose.

*Joseph Nugent*

**EN 097 Continuing Modern Irish I (Fall: 3)**

This is a continuing course in modern Irish for those with a basic knowledge of the language. Emphasis will be on developing the ability to read contemporary literature in all genres.

*Joseph Nugent*

**EN 098 Continuing Modern Irish II (Spring: 3)**

A course in the reading of literary texts of all genres in modern Irish.

*Philip O'Leary*

**EN 118 Essentials of English Composition (for Foreign Students) (Fall: 3)**

**Exclusively for students whose native language is not English**  
**Enrollment by placement test only**

Extensive practice in the writing and editing of academic prose. Emphasis on sentence structure and paragraph development as well as on the rhetorical strategies used in academic essays. Review of selected topics in English grammar. This course prepares foreign students for Core-level English writing and literature courses.

*The Department*

**EN 119 The Craft of Writing (for Foreign Students) (Fall/Spring: 3)**  
**Satisfies Writing Core Requirement**

**Exclusively for students whose native language is not English.**  
**Enrollment by placement test only**

Further practice in the writing of academic essays and exposure to English rhetoric, with emphasis on written analysis and the logical support of ideas. Attention to skills such as paraphrase, summary, critical synthesis, and documentation. Practical experience in the writing of examination essays. Students will read and respond to selected literary essays and complete a short research paper.

*Robert Maguire*

**EN 125 Introduction to Feminisms (Fall: 3)**

**Cross Listed with HS 148, PS 125, SC 225**

**Fulfills Women Writer's requirement for EN/LSOE majors.**

See course description in the History Department.

*Ellen Friedman*

**EN 131 Studies in Poetry (Fall/Spring: 3)**

The goals of the course are close reading of poetry, developing the student's ability to ask questions which open poems to analysis, and writing lucid interpretative papers.

*The Department*

**EN 133 Narrative and Interpretation (Fall/Spring: 3)**

This course introduces students to questions that they might bring to the study of narrative works—primarily novels, tales, and non-fictional narratives, though it may also include drama, film, and narrative poems. It aims to introduce the various critical frames through which we construct interpretations. As part of the process of reading, students will be introduced to common critical terms, the narrative genres, conventions, and discourses, the construction of the character and the ways of representing consciousness, and the ordering of narrative time. The course will also expose the student to the implications of taking critical positions.

*The Department*

**EN 141 American Literary History I (Fall: 3)**

**Students need not take these courses in chronological order.**

**Fulfills the pre-1900 requirement.**

American Literary History I, II, and III follow the development of American literature from 1620 to the present. American Literary History I deals with American literature up to 1865; American Literary History II with American literature from 1865 to 1914; American Literary History III with American literature from 1914 to the present.

*Paul Lewis*

**EN 142 American Literary History II (Fall/Spring: 3)**

**Fulfills pre-1900 requirement.**

The course is an introduction to American literature (primarily fiction) from the Civil War to World War I, the era of Realism and

Naturalism. Major authors include Mark Twain, William Dean Howells, Henry James, Frank Norris, Theodore Dreiser, Edith Wharton, Willa Cather, Walt Whitman, and Emily Dickinson. Regional and ethnic voices will be represented by a number of short stories.

*Richard Schrader*

**EN 143 American Literary History III (Spring: 3)**

**Non Majors welcome, especially suited for American Studies minors.**

ALH III follows the development of American literature from 1914 to the present and is introductory that is, no prior knowledge of the literature from this period is assumed. However, the course will be as challenging as the standard general elective in English. Course material is interdisciplinary in nature, drawing upon novels, short stories, journalism, film and other cultural forms.

*Jamin Rowan*

**EN 171 Introduction to British Literature and Culture II (Spring: 3)**

**Fulfills the pre-1900 requirement**

We read (mostly) canonical literary excerpts in the context of larger historical and cultural movements in the three hundred years from 1700 to the present. Authors include Swift, Pope, Johnson, Boswell, William Wordsworth, Blake, Hemans, Keats, Matthew Arnold, George Eliot, John Henry Newman, Hopkins, Christina Rossetti, Hardy, Yeats, Joyce, Woolf, D.H. Lawrence, T.S. Eliot, Auden, Desai, Walcott, and Rushie, among many others.

*James Najarian*

**EN 181 Irish Literature Survey—Twentieth Century (Spring: 3)**

**This course is most suitable for underclass students. Students contemplating an Irish Studies Minor and/or exploring study abroad options are also welcome.**

This course introduces students to twentieth-century Ireland's literature and culture. Early in the semester we will read key literary figures, including Yeats, Synge, and Joyce. Students then turn their attention to post-Revival authors, including Kavanagh, O'Flaherty, Heaney, and NíDhomhnaill. The class discusses significant social, political and cultural developments, e.g., cultural nationalism and the formation of identity, the importance of the Gaelic language and problems with translation, women's role in post-independent Ireland, and Northern Ireland and the peace process.

*James M. Smith*

**EN 182 Irish Literature Survey Eighteenth Century (Fall: 3)**

**Fulfills the pre-1900 requirement.**

An overview of Irish literature, in both English and Irish, in the eighteenth century. Irish texts will be read in translation. Among the issues to be discussed will be the growing sense of their Irishness on the part of some members of the colonial Ascendancy in Ireland, their awareness of parallels with other colonial societies, in particular the U.S. and India, and the very different definition of Irishness and general worldview of the native Irish-speaking population at the time. Among writers to be studied are Swift, Farquhar, Sheridan, Goldsmith, Burke, Merriman, O Rathile, and Ní Chonaill.

*Philip O'Leary*

**EN 199 Introduction to Caribbean Writers (Fall: 3)**

**Satisfies Cultural Diversity Core Requirement**

The Caribbean, merely viewed through the lens of colonial history, often does not reflect the diversity and complexity of the region. In this context, therefore, the Caribbean is both known and unknown. Our work for this course, then, is to compare and contrast versions of

the region by examining colonial histories and current literary traditions. We will pay particular attention to the ways oppositional cultures and identities manifest in Caribbean literature. Themes of this course include: colonialism, History/histories, gender, geography/nation, sexuality, class, and culture. Varied texts and media will assist in our interpretations of the Caribbean and its diaspora.

*Rhonda Frederick*

**EN 201 Versions in Black (Spring: 3)**

**Satisfies Cultural Diversity Core Requirement**

The phrase Black Women's Writing implies that such writing is a fixed, if not homogenous, thing that can be neatly defined and represented. Our course constitutes itself against this idea; rather than experiencing writing by black women as easily definable, we seek to represent Black Women's Writing as diverse, complicated, and contradictory. Reading these works will encourage us to re-examine notions of blackness, gender, sexuality, community, and history. We will examine the varied genres black women writers use to articulate their experiences.

*Rhonda Frederick*

**EN 212 Dangerous Fictions (Spring: 3)**

This course studies American fiction's interest in risk and danger in the nineteenth and twentieth centuries, often in novels thought to be dangerous themselves. From violent crime to infectious disease, industrial accidents to sexual adventure, American novels have a history of seeking out danger, and many of the books that did so were condemned and sometimes banned. We will pay particular attention to the cultural history of accidents, crime, race and gender relations, and sexuality. Authors include Nathaniel Hawthorne, Henry James, Charlotte Perkins Gilman, Nella Larsen, James Cain, and Don DeLillo.

*Jason Puskar*

**EN 220 Classical Mythology (Fall: 3)**

**Cross Listed with CL 230**

See course description in the Classical Studies Department.

*Christopher McDonough*

**EN 221 Introduction to Creative Writing (Fall/Spring: 3)**

An introductory course in which students will write both poetry and short fiction, and read published examples of each. We will experiment with the formal possibilities of the two genres and look at what links and separates them. The course is workshop-based, with an emphasis on steady production and revision. Through exercises and/or open and directed writing assignments, students will produce a portfolio of short fiction and poetry.

**EN 227 Classics of Russian Literature (in translation) (Fall: 3)**

**Cross Listed with SL 222**

**Offered Periodically**

**Conducted entirely in English**

See course description in the Slavic and Eastern Languages Department.

*The Department*

**EN 230 Literature and Social Change (Fall: 3)**

This course will examine the possibility of using literature as a force of social change in the twentieth century. We will explore the way in which literary worlds reflect, transform or revise contemporary attitudes towards topics such as racial violence in America, poverty and

work, violence against women and domestic abuse. We will examine works that self-consciously assume the task of depicting specific social conditions, but our focus will not be limited to those works.

*Laura Tanner*

**EN 236 Nature in American Culture (Fall: 3)**

**Cross Listed with BI 161**

See course description in the Biology Department.

*Charles P. Lord*

**EN 237 Studies in Children's Literature: Disney and the Wondertale (Fall: 3)**

Disney and the Wondertale Disney films have remained outside the critical landscape because they have been considered either beneath artistic attention, or beyond reproach. The goal will be to explore the issues presented in such Disney films as *The Lion King*, *Aladdin*, *Prince of Egypt*, and *Pocahontas*. To do this, we will read source material (*The Arabian Nights*, *Hamlet*, tales about Pocahontas, *Bible* stories about Moses, *Exodus*, etc.) and secondary studies.

*Bonnie Rudner*

**EN 240 Modern Theater and Drama (Spring: 3)**

**Cross Listed with CT 365**

*Scott T. Cummings*

**EN 241 Playwriting (Fall: 3)**

**Cross Listed with CT 384**

*Scott T. Cummings*

**EN 245 Shakespeare on the Stage (Fall: 3)**

**Cross Listed with CT 361**

See course description in the Theater Department.

*Stuart Hecht*

**EN 246 Introduction to Asian American Literature (Spring: 3)**

**Satisfies Cultural Diversity Core Requirement**

This course is a broad introduction to Asian American literature, criticism, and culture. This means that we will read at least one book-length work from each of the following ethnic groups: Chinese, Filipino, Japanese, Korean, and South Asian. In addition, we will read a selection of short stories, essays, and historical documents, as well as screen a number of multimedia material. In our discussion of these works, we will foreground the most salient issues of race/ethnicity, sexuality/gender, class, and history as they affect the creative lives of Asian Americans.

*Min Song*

**EN 252 Exile and Literature (Fall: 3)**

**Cross Listed with SL 286**

**All classes and readings are in English.**

**Satisfies Cultural Diversity Core Requirement.**

See course description in the Slavic and Eastern Languages Department.

*Maxim D. Shrayner*

**EN 255 Introduction to Post-Colonial Literature (Fall: 3)**

**Satisfies Cultural Diversity Core Requirement**

Colonialism is the domination of one country by another for economic and political advantage. In our last century, the British and French empires finally crumbled as colonized peoples over the world struggled for independence. This context of domination and struggle for freedom inspired a new wave of artists and writers who sought to explore and redefine issues of racial and ethnic identity, sexuality, and gender relations. Today the issues of American imperialism and eco-

conomic domination are producing a whole new set of artistic concerns. We will read literature and films that directly respond to such power and domination.

*Kalpana Seshadri-Crooks*

**EN 270 Reading and Teaching Young Adult and Adolescent Literature (Spring: 3)**

**Fulfills the Adolescent/ Young Adult Literature requirement for LSOE/EN majors.**

An introduction to the interpretation and teaching of fiction for young adults. After considering the emergence of the young adult market, we will explore four major categories of fiction written for young adults: realism, fantasy, historical fiction, and nature writing. Selected readings will include works regularly taught in the high school classroom.

*Bonnie Rudner*

**EN 279 Henry James (Fall: 3)**

Henry James presents unique challenges and pleasures that make him a formidably unassimilable presence in the traditions he engages and transforms. He asks us to form new modes of reading, thwarting tools through which we often make texts intelligible. Consciousness in James, for example, is curiously non-psychological ("character" will be almost useless to us), and the representation of reality is unsettlingly non-mimetic. Moving more or less chronologically, we will immerse ourselves in close readings of his texts. Sometimes ravishing and always rewarding, James' writing is, therefore, also very difficult; exhaustive coverage will concern us less than attention to linguistic detail.

*Kevin Ohi*

**EN 303 Tolstoy and Dostoevsky (Fall: 3)**

**Cross Listed with SL 205**

**All readings in English translation Conducted entirely in English. For a Russian-language version of this course see SL 308.**

See course description in the Slavic and Eastern Languages Department.

*Cynthia Simmons*

**EN 307 History of the English Language (Spring: 3)**

This course examines the 1500-year history of English, focusing on issues of language use: linguistic correctness, the construction of "standard" and "non-standard" English, "literary" language, plain language, spelling reform, pidgins and creoles, the hegemony of English on a world scale, and regional variations. We will also take a historical approach to semantics (meanings), syntax (sentence structure), phonology (sounds), orthography (spellings), and word formation. We will work back from Modern English to Old English (before 1100). No background in early English is required, and there will be enough language instruction to allow you to discover and delight in more youthful Englishes.

*Robert Stanton*

**EN 309 James Joyce (Fall: 3)**

The central text is *Ulysses*. We will spend at least two-thirds of the semester studying it. We will also read several stories in *Dubliners*, *A Portrait of the Artist as a Young Man*, and selections from *Finnegans Wake*. We will try to assess how *Ulysses* has achieved its place of highest esteem in modern literature. This will involve understanding how it was regarded in its own time and why, and how it is regarded in our time and why, and how it got from then to now.

*Paul Doherty*

**EN 310 Shakespeare (Fall: 3)**

**Fulfills the pre-1700 requirement**

An introduction, placing Shakespeare's drama in the historical and theatrical contexts of his time. Topics will include Shakespeare's professional career; the playhouses for which he wrote; the structure of Elizabethan playing companies; Elizabethan stage conventions such as blank verse, doubling, and cross-dressing; and the textual and performance histories of his plays. Since one learns much about Shakespeare on one's feet, the collaborative staging of a scene is also required, along with active class participation. There will be an optional once-a-week lab aimed at Secondary Ed majors.

*Andrew Sofer*

**EN 318 Nineteenth Century American Poetry (Spring: 3)**

**Fulfills the pre-1900 requirement**

A study of the four major canonical figures of nineteenth-century American poetry—Emerson, Poe, Whitman, and Dickinson—with briefer consideration of such "fireside" poets as Bryant, Longfellow, and Whittier, and some of the popular women poets, especially Lydia Sigourney.

*Robert Kern*

**EN 322 Modern Arthurian Literature (Fall: 3)**

The course will survey a number of modern works connected with the "matter of Britain," the stories of King Arthur and his knights. The reading includes Malory's *Morte d'Arthur*, Tennyson's *Idylls of the King*, Twain's *Connecticut Yankee in King Arthur's Court*, E. A. Robinson's *Merlin*, T. H. White's *Once and Future King*, Charles Williams' *War in Heaven*, Mary Stewart's *Crystal Cave*, Walker Percy's *Lancelot*, and some other shorter fiction and poetry.

*Richard Schrader*

**EN 340 Milton (Spring: 3)**

**Fulfills pre-1700 requirement.**

Readings in Milton's English poetry and prose, with emphasis on *Paradise Lost*. The contexts within which we will explore these materials will be the literary traditions (classical, biblical, English) against which Milton was writing and the pedagogical imperatives in light of which, since the institution of English departments in the late nineteenth century, Milton's writings have been made a subject with the university curriculum.

*Amy Boesky*

**EN 361 Crime Stories (Fall: 3)**

This course will attempt to bring together insights from mass culture, the social histories of American crime and policing, and American literature, in order to understand how such cultural stories shape readers' understandings of modern crime and disorder. Essentially, this is a "cultural studies" course, in that it tries to arrive, through interdisciplinary work, at an understanding of how a culture tries to make sense out of social conflict by producing stories that decipher, disguise, and play out that conflict in dramatic form.

*Christopher Wilson*

**EN 368 Nineteenth Century British Women Writers (Fall: 3)**

**Fulfills the pre-1900 requirement and might be of interest also to Women's Studies Minors and to Education Majors interested in conversation about teaching women's writing.**

In the nineteenth century women writers came in force to the world stage. As novelists, poets, and essayists they explored and interrogated all facets of the life around them: politics and romance, religion

and ambition, empire, the industrial revolution, new perspectives on class, gender, and psychology. We'll read novels by Jane Austen, Emily Bronte, Elizabeth Gaskell, George Eliot, Olive Schreiner, Mary Ward, and Virginia Woolf, and poems from Felicia Hemans, Elizabeth Barrett Browning, Christina Rossetti, Amy Levy and others. Individual student projects will also explore the rich heritage of women essayists writing about gender spheres, politics, domesticity, passion, and art.

*Judith Wilt*

**EN 386 Modern British Fiction (Spring: 3)**

This will be a study of the dramatic literary transformations that occurred during the first half of the twentieth century. We will seek to define the development of literary modernism (mostly but not exclusively in England), place authors and works within the context of a political, aesthetic, and intellectual history. We will consider new kinds of narratives writers developed in order to articulate visions of subjectivity and interiority that emerged during the years before and after the First World War. The writers most likely to be studied will be Joseph Conrad, Henry James, James Joyce, E. M. Forster, and Virginia Woolf.

*Patrick Moran*

**EN 388 Autobiography (Spring: 3)**

This course will pursue the tantalizing questions raised by the act of writing retrospectively about the self. How does memory work in the act of writing? Can autobiography tell the truth? What concepts of childhood and selfhood shape writers' autobiographies? What is the relation between the "I" who tells the story and the "I" who is its subject? Readings will be drawn from many periods and countries, and range from Jean-Jacques Rousseau's *Confessions* to Annie Dillard's *An American Childhood*.

*Rosemarie Bodenheimer*

**EN 390 World Literature and its Borders (Fall: 3)**

**EN 394 Psychoanalysis and Literature (Fall: 3)**

In this course we will explore the intersection of psychoanalysis and literature by studying both psychoanalytic approaches to narrative fiction and the use of narrative techniques in theoretical and clinical psychoanalytic material. Our primary readings will include texts by Freud and Lacan as well as several literary works they discuss in detail. Secondary criticism responding to their work will bring us into contact with a wider range of psychoanalytic and other theoretical approaches as we explore a range of issues in dream interpretation, case studies, literary interpretation, and art criticism.

*Robin Lydenberg*

**EN 403 Faulkner, O'Connor, Percy, and Wright (Spring: 3)**

A study of traditional concepts, such as honesty, loyalty, character and faith and what has happened to them according to the historical record produced by selected Southern writers. Texts this semester include *Faulkner, Sound and Fury and Absalom, Absalom*; Flannery O'Connor, *Complete Short Stories and Wise Blood*; Walker Percy, *The Last Gentleman and a work yet to be selected*; Richard Wright, *Native Son and Uncle Tom's Children*.

*Henry A. Blackwell*

**EN 409 Literature and Beliefs (Spring: 3)**

*Henry Blackwell*

**EN 410 American Fiction to 1860 (Spring: 3)**

Fulfills the pre-1900 requirement.

*Paul Lewis*

**EN 412 Writing Workshop: Creative Nonfiction (Fall/Spring: 3)**

Over the past few decades, the best nonfiction being written has expanded to include not only such traditional forms as argument and exposition but also the mixed modes of creative nonfiction. As an intermediate-level course, we will build on the work of the First-Year Writing Seminar and hone the skills needed in advanced writing electives. Students in this course choose their own topics and explore the range of possibilities now available to the nonfiction writer.

*The Department*

**EN 418 Introduction to African-American Literature (Fall: 3)**

**Cross Listed with BK 106**

**Satisfies Cultural Diversity Core Requirement**

See course description in the Black Studies Department.

*Joyce H. Scott*

**EN 422 The Self and the City: A Personal Response (Spring: 3)**

**Cross Listed with PL 222**

See course description in the PULSE Department.

*Kathleen Hirsch*

**EN 423 Nation and Empire in Twentieth Century British Fiction (Spring: 3)**

**EN 428 Faith and Doubt in Nineteenth Century Literature and Culture (Spring: 3)**

This course will explore the diverse responses of nineteenth-century British writers to agonizing questions of faith, doubt, and the meaning of humankind's existence in light of God's perceived presence or absence. We will examine an array of ideas and movements which threatened traditional Christianity (Darwinism, German Higher Criticism, colonialism, church scandal, etc.) and the determined, paradoxical, and sometimes quirky attempts writers made to assert belief or fill the void left by an abandoned faith. We will adopt an interdisciplinary approach, covering a broad range of authors and genres.

*Chad Stutz*

**EN 430 Literature and Journalism in America (Fall: 3)**

This is an upper-division elective that examines the development of mainstream and alternative American journalism over the last one hundred years, with a special focus on the late twentieth century. We will examine the border areas and conflicts between American nonfiction and news reporting in four areas: reporting on crime, the underclass, and transnational urban spaces; war and foreign correspondence; the New (and newer) journalism; and memoir. Our subject will be the interdependence of narrative forms with the social conditions they address.

*Christopher Wilson*

**EN 432 Literature and Society in the 1920s (Fall: 3)**

The course takes many of its themes from the literary and social criticism of H. L. Mencken, examining the "carnival of buncombe" in which he lived. Among his interests were the literature of realism, the changing South, the emancipated woman, and the American language. Our other authors include F. Scott Fitzgerald (*Flappers and Philosophers*), Willa Cather (*The Professor's House*), Ernest Hemingway (*The Sun Also Rises*), Theodore Dreiser (*Jennie Gerhardt*), Anita Loos (*Gentlemen Prefer Blondes*), Elmer Rice (*plays*), Sinclair Lewis (*Babbitt*), and William Faulkner (*Flags in the Dust*).

*Richard Schrader*

**EN 457 Immigrant Narratives (Spring: 3)**

This course explores literature, non-fiction, and film that foreground the immigrant experience in the United States. We will look at narratives that establish the immigrant mythology (Bulosan's, *America is in the Heart*), revise it (*Godfather Part II*), and challenge its foundations (Proulx's *Accordion Crimes*). We will watch Bollywood movies that present immigration from a homeland perspective and read a Indian novel about people who failed to become immigrants. We will also consider alternative models for understanding the transnational flow of people, including refugees (Fadiman's *The Spirit Catches You and You Fall Down*), diaspora (*Crouching Tiger, Hidden Dragon*), and borderlands (*Lone Star*).

Christina Klein

**EN 460 American Short Story (Spring: 3)**

Together we will read Books of short stories by three authors, Raymond Carver (*Where Im Calling From*), Alice Munro (*Collected Stories*), and David Foster Wallace (*Oblivion*), and *The Best American Short Stories of the Century* (eds. Kenison and Updike). The emphasis will be on the formal characteristics of the stories, how the craft of the writer interacts with the experience of reading.

Paul Doherty

**EN 463 Religious Dimensions of the Modern Novel (Fall: 3)**

This course will study novelists writing from different religious and national traditions: American Protestantism (Faulkner), Continental Judaism (Kafka), English Roman Catholicism (Greene), and Russian Orthodoxy (Dostoevsky). It will consider how the nature of an artist's work is influenced by his or her religious background, with some attention to the issue of the relationship between the religious imagination and the artistic imagination.

J. Robert Barth, S.J.

**EN 466 Twain, Dreiser, Bellow (Spring: 3)**

George O'Har

**EN 478 Poe and the Gothic (Spring: 3)**

Fulfills the pre-1900 requirement.

Working with Poe as a central figure, this course examines the development of English and American Gothic fiction from *The Castle of Otranto*, "The Yellow Wallpaper" and beyond. In addition to Poe, we will read representative work by some of the following writers: Horace Walpole, Matthew Lewis, C.B. Brown, Washington Irving, Nathaniel Hawthorne, Charlotte Gilman, H.P. Lovecraft, Stephen King, and Anne Rice.

Paul Lewis

**EN 480 Convents, Covens, and Crusaders: Reading Groups of Women (Spring: 3)**

From the legendary Amazons and virgin martyrs to the witches of *Macbeth*, groups of women that populate a culture's stories can tell us a lot about that culture's mainstream beliefs. At their worst, these groups cast spells, kill men, and spread drunken gossip; at their best, they instruct and heal, bless and create. In this class, we will read a variety of texts from medieval and early modern periods, asking how different types of all-female groups are represented, exploring what larger issues are at work in their construction.

Caroline Bicks

**EN 482 African American Writers (Fall: 3)**

Cross Listed with BK 410

Satisfies Cultural Diversity Core Requirement

This course studies classic and non-canonical texts of African-American literature. Works by Terry, Wheatley, Dunbar, Chestnut, Toomer, Baldwin, Ellison, Wright, Walker, Morrison and others will be examined in their own right and in cross-cultural perspective. Short works by Faulkner, O'Connor, Harris, and others may provide useful comparisons of the African-American and American literary traditions.

Henry A. Blackwell

**EN 486 The Drama of Ethnic Renaissance: Theater and Society in Early Twentieth-Century Dublin and Harlem (Spring: 3)**

Satisfies Cultural Diversity Core Requirement

An examination of two ethnic renaissances in English-language theater and culture: the Irish dramatic movement of Yeats, Gregory, etc., and the Harlem Renaissance's dramatic wing, initiated by Du Bois. Problems to explore include the attempt to create a group identity, the dominant culture's exorcism of negative stage and media images, the rewriting of history, the place of dialect and folk material in dramas written for urban audiences, the relation of theaters to political movements, the friction with factions of the audience, and the divisive effect of plays of urban poverty.

Philip T. O'Leary

**EN 489 W. B. Yeats: Works, Thought, Context (Fall: 3)**

W. B. Yeats has often been called the most important poet of the twentieth century, and his career was enormously long, complex, and varied. This class will be primarily devoted to an intensive reading of Yeats's poetry, but we will examine some of his plays and prose as well. We will discuss Yeats's changing forms and techniques, his relation to his literary predecessors and to movements like symbolism and modernism, his revisions of his own work, and his poetic responses to the pressure of biographical and historical events.

Marjorie Howes

**EN 495 Asian Cinema (Fall: 3)**

Cross Listed with FM 495

This class investigates recent films from China (mainland, Taiwan, Hong Kong, diaspora), South Korea, Japan, and India. These films will be approached through a variety of critical perspectives, including formalism, auteurism, historicism, and genre theory. We will watch art films, mainstream commercial films, and films that fall between these two categories. We will ask how these industries have been affected by globalization and how their relationship to Hollywood is changing. Films to be shown might include: Ang Lee's *Crouching Tiger, Hidden Dragon*, Hayao Miyazake's *Spirited Away*, Aditya Chopra's *Dilwale Dulhania Le Jayenge*, Park Chan-wook's *Oldboy*, and Quentin Tarantino's *Kill Bill*.

Christina Klein

**EN 496 Twentieth Century London (Fall: 3)**

Cross Listed with HS 277

See course description in the History Department.

Rosemarie Bodenheimer

Peter Weiler

**EN 502 Abbey Theatre Summer Workshop (Fall/Spring/Summer: 3)**

The Abbey Theatre Program, a six-week Summer Workshop in Dublin, consists of an intensive five weeks of classes, lectures, and demonstrations by members of the Abbey Theatre Company in acting, directing, production, and management, culminating in the staging of

an Irish play. There will also be lectures in the history of Irish theatre. A week of travel, at will, in Ireland will be provided at the end of the workshop. Interested students should apply to Professor Philip O'Leary, English Department before March 1.

*Philip T. O'Leary*

**EN 508 Queer Theory (Spring: 3)**

"Queer theory" names a group of texts that, divergent in assumptions, theoretical methods, and styles of engagement, is perhaps united by a shared commitment to understanding and combating structures of sexual oppression. Sexual oppression, it suggests, is not simply a matter of anecdotal opinion, nor is it to be countered by empiricism; it is inextricable from the largest structures of meaning, subjectivity, and sociality in Western thought. Without pretending to be exhaustive, this course will offer an introduction to some of the major modes of practicing queer theory, particularly work influenced by psychoanalysis, deconstruction, social construction theory, and film theory.

*Kevin Ohi*

**EN 509 The City in Film and Literature (Spring: 3)**

*Carlo Rotella*

**EN 513 Contemporary Fictions of Britain and Ireland (Fall: 3)**

This course surveys recent British and Irish fiction in the context of an emerging post-national cultural politics, a situation in which England, Scotland, Northern Ireland and the Republic will face challenges and reap rewards from new social, political and cultural relationships. The course begins by questioning definitions of national identity. We then move to discussions of regionalism, multi-ethnic British culture, the rise of suburbia and class struggles, gender and sexuality, political and sectarian conflict, and global capitalism. Authors include, Rushdie, Phillips, Doyle, Toibín, McNamee, Kelman, and Welsh.

*James M. Smith*

**EN 520 Topics in Contemporary Theory (Spring: 3)**

This is an introductory course designed to familiarize undergraduates with some aspects of critical theory. The course will not be organized as a comprehensive survey of critical schools; instead, we will explore several specific topics (such as modes of representation and the gaze, hybridity and the Other, gender and sexuality) as they are treated by critics working in a variety of theoretical modes including Marxist, feminist, psychoanalytic, deconstructionist, and cultural and visual studies approaches.

*Robin Lydenberg*

**EN 521 Seminar: American Modernism (Fall: 3)**

As we explore the role of literature in picking up the pieces of American life after World War I, participants in this seminar will also examine the narrative and poetic strategies that writers between the first and second world wars employ to represent issues including poverty, family, sexuality, violence, oppression, gender, race, class. A series of student presentations will set the stage for the literary works we will study by providing a sense of the cultural conflicts, historical events and artistic breakthroughs of the early twentieth century. Texts may include fiction by Hemingway, Hurston, Stein, Faulkner, Larsen, Fitzgerald, West, Wright.

*Laura Tanner*

**EN 524 Seminar: Jane Austen (Spring: 3)**

**Limited to 15.**

This course will offer us the pleasure of reading all six of Jane Austen's novels and considering her career in the social and literary con-

texts of the early nineteenth century. We will work with the novels carefully, watching Austen develop her techniques of narration and dialogue, and reading examples of other kinds of writing that she parodies and refocuses. We will also work out from the novels to investigate the social and historical world they take for granted.

*Rosemarie Bodenheimer*

**EN 526 Shakespeare: Early Plays (Fall: 3)**

**Fulfills pre-1700 requirement.**

This course will trace Shakespeare's development as an author during the first decade of his career, from approximately 1590 to 1600. We will consider Shakespeare's major themes, recurring characters, adaptation of classical and historical sources, and use and mixing of genres. Plays covered will include histories (*Richard III*, *1 Henry IV*, *2 Henry IV*), comedies (*A Midsummer Night's Dream*, *Merry Wives of Windsor*, *Merchant of Venice*), and tragedies (*Titus Andronicus*, *Julius Caesar*). Students will be required to stage one scene from the plays covered.

*Jaime Goodrich*

**EN 529 Shakespeare: Later Plays (Spring: 3)**

In this class we will read plays from the later part of Shakespeare's career: *Hamlet*, *Macbeth*, *Othello*, *Antony and Cleopatra*, *The Winter's Tale* and *All's Well that Ends Well*. We also will be reading a variety of non-literary texts from the period in order to put the plays into their cultural context. In addition to learning about how the plays were produced and put on, we will consider how they were playing with notions of monarchy, gender, race, and recent royal history.

*Caroline Bicks*

**EN 540 Seminar: Romantic Writing (Spring: 3)**

Although the British Romantic era is often regarded as an age of poetry, the writers themselves worked in a number of different genres and devised new forms of writing as well. In this course we will read poems of many kinds as well as poetic drama, criticism, satire, short fiction, essays, polemical writing, journals and letters. Writers studied will include Blake, Wollstonecraft, Barbauld, Wordsworth, Baillie, Coleridge, Hazlitt, De Quincey, Byron, the Shelleys, Hemans, Keats, and Landon.

*Alan Richardson*

**EN 551 Literary and Cultural Theory (Fall: 3)**

Meant for students seeking a challenge, headed for graduate school, and/or interested in contemporary theory, this interactive course will examine book-length studies as well as some essays and excerpted chapters. While a psychoanalytic undercurrent runs through much of the material, a variety of theories will be covered, such as deconstruction, feminism, post-colonialism, film, queer, and probably race and Marxist theory. Theorists apt to be included are Derrida, Barthes, Kristeva, Lacan, Zizek, Butler, Adorno, Agamben, Bersani, Fanon, Bhabha, Deleuze, and Foucault.

*Frances Restuccia*

**EN 553 Advanced Nonfiction: People Past and Present (Spring: 3)**

*Eileen Donovan-Kranz*

**EN 561 Modern European Novel (Spring: 3)**

Using *Madame Bovary* as a paradigm of the major thematic and technical preoccupations of the modern novel, this course will explore the *modernity* of major European novelists of the (mainly early) twentieth century. Possible authors are James, Proust, Gide, Woolf, Forster, Joyce, Lawrence, Svevo, Musil, Mann, Kafka, Camus, Sartre, Robbe-Grillet, Sarraute, and (the more contemporary) Kundera and Sebald.

We will read modernist theory: what is modernism? We will also put modernist writers into relation with the literary and cultural theory (Marxism, post-structuralism, psychoanalysis) as well as philosophy developing during this time.

*Frances Restuccia*

**EN 569 Advanced Nonfiction: Words and Images (Spring: 3)**

In this advanced writing workshop, we will explore ways of integrating writing and art. Writing projects will range from meditations and personal essays to film reviews and art criticism. We will also visit local museums and galleries (including McMullen, the ICA, SoWa galleries, and the MFA); profile working artists; and participate in imaginative mapmaking in the vein of Borges' *Atlas*. Our objective will be to write short pieces that allow readers to enter Cheever's "fictional dream." Students will be asked for a brief writing sample to register for the course.

*Ricco Villanueva Siasoco*

**EN 573 History of Literary Theory (Fall: 3)**

Intended primarily for English majors, this course will provide an introduction to literary theory by reviewing its history. We will begin with Classical literary theory and criticism by Plato, Aristotle, and Longinus, jumping to British criticism and theory of the seventeenth and eighteenth centuries, adding American perspectives as we move through the nineteenth century. A selective look at twentieth century theory will include foundational texts for formalist, psychoanalytical, Marxist, and feminist approaches as well as several varieties of literary-cultural critique.

*Alan Richardson*

**EN 577 Writing Workshop: Poetry (Fall/Spring: 3)**

A course in writing poetry in a variety of forms, with an emphasis on craft and revision. Students will produce roughly one poem a week and will workshop each other's drafts in group discussion. There will be assigned readings and exercises; grades will be based on regular class participation and a chapbook of eight revised poems.

*Andrew Sofer*

*Suzanne Matson*

**EN 578 Advanced Creative Nonfiction: Writing the Self, Writing the Other (Fall: 3)**

A workshop devoted to the exploration of the self through the writing of autobiography memoir, and various forms of biography. Students will first complete several short exercises, and then write two extended pieces: the first on a contemporary or historical figure, the second on the self. The finished essays should surprise the writer as well as the reader.

*Paul Mariani*

**EN 579 Writing Workshop: Fiction (Fall/Spring: 3)**

**Enrollment limited to 15.**

This course provides encouragement, practice, and criticism for students seriously interested in writing short fiction. The workshop format demands self-motivation and universal participation. Since students' stories are texts for class discussion, a generous willingness to respond to others' writing and to expose one's own work to such reactions is an essential prerequisite. Individual conferences with the instructor supplement the workshop discussions. Students are expected to produce a steady stream of new and revised fiction throughout the semester. Narrative preferences from the traditional to the experimental are welcome.

*Steve Almond*

*Robert Chibka*

*Michael Lowenthal*

*Suzanne Matson*

**EN 588 Business Writing (Fall/Spring: 3)**

This course is designed to expose students to the type of writing done on the job. It is a practical course where real-life examples are used to illustrate appropriate writing strategies, style, language and formats commonly found in a business setting. By the end of the semester, students will be proficient in producing business correspondence, instructions, reports, proposals, resumes and presentation materials.

*Rita Owens*

**EN 597 Advanced Creative Nonfiction: Writing for Social Change (Fall: 3)**

**EN 599 Undergraduate Reading and Research (Fall/Spring: 3)**

*The Department*

**EN 600 Honors Thesis (Fall/Spring: 3)**

*The Department*

**EN 601 Internship (Fall: 1)**

*Treseanne Ainsworth*

**EN 603 Seminar in College Teaching: Women's Studies (Fall: 3)**  
**Cross Listed with HS 665**

**Fulfills the Women Writers requirement for EN/LSOE majors.**

See course description in the History Department.

*Connie Griffin*

**EN 604 Seminar: Emily Dickinson (Fall: 3)**

**Fulfills the pre-1900 requirement.**

**Fulfills the Women Writers requirement for LSOE.**

The old idea that Emily Dickinson's originality and poetic genius arose from her separation from the world around her is far too simple. It encourages us to think of Dickinson condescendingly, as a natural wonder rather than an educated and self-conscious artist; moreover, this idea causes us to miss some of Dickinson's most interesting meanings. She was, in fact, thoroughly versed in the science and politics of her day, acquainted with a good number of contemporary writers, and aware of many more, fascinated (though often with satirical intent) by the whims of fashion.

*John Anderson*

**EN 615 Advanced Fiction Workshop (Spring: 3)**

**Admission by permission of the instructor only.**

**Enrollment limited to 15.**

This course provides encouragement, practice, and criticism for students who have demonstrated accomplishment in writing fiction. The workshop format demands self-motivation and universal participation. Since students' stories are texts for class discussion, a generous willingness to respond to others' writing and to expose one's own work to such reactions is an essential prerequisite. Individual conferences with the instructor supplement the workshop discussions. Students are expected to produce a steady stream of new and revised fiction throughout the semester. Narrative preferences from the traditional to the experimental are welcome.

*Robert Chibka*

**EN 617 Advanced Poetry Workshop (Spring: 3)**

Advanced Poetry Writing Workshop is for students who have had some experience with creative writing and who want an intensive and demanding writing atmosphere for further development. The course puts an emphasis on aspects of craft (including work in form and meter) and revision. Most of class time will be spent discussing student writing, but coursework also requires attending two outside readings,

making a personal reading list, keeping a reading journal, weekly submissions of poems, ongoing revision, conferencing with the instructor, and the preparation of a final chapbook of 8-10 revised poems.

*Suzanne Matson*

**EN 622 Capstone: Planning for Success and Failure (Fall: 3)**  
**Cross Listed with UN 506**

Where do we come from? What are we? Where are we going? (Gauguin). This course is a chance for a concluding meditation on what faces us beyond the campus. Relationships and private spaces, love and failure, work and a life in process, will be explored in various works of literature. Brief lectures, discussion, student presentations, student journals, interviews, pilgrimages, reflective papers.

*Dennis Taylor*

**EN 625 Seminar: Toni Morrison (Spring: 3)**

Through Toni Morrison's oeuvre, readers can explore a variety of North American cultural and historical preoccupations, particularly as interpreted through an African American purview. In this course we will explore thematic and artistic concerns that arise in Morrison's fiction and nonfiction and thus gain insight into the culture of the United States. The following themes shape this course: dominant cultural mores and their impact (*The Bluest Eye*); legacies of slavery (*Beloved*); culture as a sustaining force (*Song of Solomon*); women's responses to patriarchy (*Sula*); homogenizing impulses in dominant culture (*Tar Baby*); creation and use of culture (*Jazz*).

*Rhonda Frederick*

**EN 626 Seminar: Studies in American Culture (Fall: 3)**

In this seminar, which also draws on elements of a writing workshop and a course in methodology, we examine selected subjects in contemporary American culture. The reading list will feature works in a variety of disciplines, with units on, e.g., interpretive approaches, investigative reporting, the art of the profile, journalistic accounts of inner life, and nature writing. We pay close attention to the problem of writing analytically about culture, working from a variety of methodological and stylistic models. Authors on the syllabus may include Tom Wolfe, William Finnegan, Jennifer Price, Henry Louis Gates, Jr., and Barbara Ehrenreich.

*Carlo Rotella*

**EN 627 Capstone: Ways of Knowing (Spring: 3)**

**Cross Listed with UN 513**

This course considers the workings of memory and the transmutation of memory into narratives that express values and explore identity, on the level of nation and culture and on a personal level, in literary and historical texts, films and photographs, and public memorials. We reflect on and create memory texts of various kinds, explore the influence of personal, social, and historical experiences on the construction of memory, observe the languages available for the expression of memory, and seek through writing and discussion to discern ways in which the process of remembering can unfold toward the future.

*Carol Hurd Green*

**EN 628 Capstone: Five Heroic Americans (Spring: 3)**

**Cross Listed with UN 531**

This course will examine the writings of two American women and three American men whose intellectual and spiritual gifts have enriched our heritage. Participants will read and reflect upon Thoreau's Journals, poems by Emily Dickinson and Robert Frost, essays by Emerson and selections from Mary Rowlandson's account of her cap-

ture by the Quabog Indians. Students will discuss their observations in light of the four concerns of the Capstone program: relationships, work, civic responsibility and spirituality. .

*Robert Farrell, S.J.*

**EN 630 Capstone: Passages (Fall: 3)**  
**Cross Listed with UN 538**

In our passages through this enigmatic world we reflect on the truth of St. Theresa of Avila, "All things pass; only God remains." Life embraces us in paradox. Through novel, poetry, short story, and essay the many writers considered in this Capstone, including Virginia Woolf, Marcus Aurelius, John Cheever, Alice Walker, C.S. Lewis, Anne Bradstreet, and Gerard Manley Hopkins, will share their insights with us and help us to appreciate the Capstone ideals of wholesome relationships, generous citizenship, spiritual development, and joy in work.

*Robert Farrell, S.J.*

**EN 642 Writing with New Media (Spring: 3)**

This course explores the ever-changing relationship between the written word and digital technology. Writing with New Media is a writing-intensive course that will focus on using digital writing technologies such as instant messaging, blogging, web design, multimedia authoring to compose texts. Our goals for the course will be to explore the difference between writing for print media and writing for digital environments; develop flexibility by writing in a variety of genres and modes; and gain skills using particular composing technologies, such as Dreamweaver, Photoshop, and Flash.

*Tim Lindgren*

*Jeanne Po*

**EN 646 Capstone: Journeys Mapping the Interior (Fall/Spring: 3)**  
**Cross Listed with UN 546**

Coming at a time when you find yourself at a crossroads in your life, a significant juncture where the challenge of choosing your future direction faces you with a steady stare, if not glare, this Capstone course offers a brief pause in the midst of life-shaping choices, a calm, still space where you may sort through the complex and often contradictory aspects of your life.

*Connie Griffin*

**EN 647 Irish Gothic (Fall: 3)**

*Marjorie Howes*

**EN 654 Junior Honors Seminar: Contemporary Literary and Cultural Theory (Spring: 3)**

Course will focus on how to generate critical questions leading to large research projects. We will begin by reading a series of well-known essays by authors such as Freud, Althusser, Barthes, Derrida, Foucault, and Greenblatt. An accompanying set of exercises will enhance critical inquiry skills and will help with the formulation of research topics. We'll also discuss how to generate an appropriate bibliography for a long research project. Though this seminar is primarily for those planning to write a critical thesis, creative writers are welcome.

*Elizabeth Kowaleski-Wallace*

**EN 657 British Literature and Empire 1688-1832 (Fall: 3)**  
**Fulfills the pre-1900 requirement.**

This course looks at British literature in a period of imperial expansion and crisis. We will read literary texts from the late seventeenth century through the early nineteenth century with a range of questions regarding the relations of literature to empire, colonialism, and slavery in mind. Authors and texts to be studied will most likely include: Behn, *Oroonoko*; Swift, *Gulliver's Travels*; selected "Oriental"

tales (including Byron's verse tale *The Giaour*); slave narratives by Equiano and Prince and other examples of early Black British writing; antislavery poems by Blake, More, and others; Austen's *Mansfield Park*; and Shelley's *Frankenstein*.

Alan Richardson

**EN 671 Seminar: Literature and Beliefs (Spring: 3)**

This course studies intentions, motives and beliefs of characters, authors, audiences and genres as they struggle to achieve or present enlightened understanding and a basis for responsible action. Texts such as Dante's *Inferno* and *Crime and Punishment* may be read side by side with modern American novels and short stories by writers such as Hemingway, Faulkner, Joyce Carol Oates, Richard Wright, Toni Morrison, Raymond Carver and Flannery O'Connor.

Henry Blackwell

**EN 673 Coming of Age (Fall: 3)**

Please contact the instructor for permission to join the class.

Limited to 15

This seminar will integrate reading and writing (creative and critical) with the study of coming-of-age narratives. We will explore ways in which stories intersect with the complex procedures of making choices as we read narratives in which young adults struggle for self-determination and expression. Texts will include *This Boy's Life*, *Annie John*, *Lolita*, *Everything is Illuminated*, *The Lovely Bones*, and *The Things They Carried*. An integral part of the seminar is the experience of mentoring students in English classes at Brighton High.

Amy Boesky

**EN 674 Tragedy, Drama, and Theatre (Spring: 3)**

Studying the oldest of dramatic forms, tragedy, in its varied forms and settings. Not a survey course, but one that on particular episodes when the format and substance of the genre seem more stable—classical Greek, Elizabethan and Jacobean England. The class will also study the tragic spirit in different cultural settings from the nineteenth-century to the present. Among the dramatists to be studied in the course are Sophocles, Euripides, Shakespeare, Ibsen, John Millington Synge, Eugene O'Neill, Miller, Williams, Michael Frayn, and Wallace Shawn. Students will read some of the most influential criticism and performance theory.

John Mahoney

**EN 698 Beowulf (Spring: 3)**

*Prerequisite:* EN 699 or a reading knowledge of Old English.

**Fulfills the pre-1700 requirement.**

The course involves a close reading of Beowulf, and we will consider the work as both a great contribution to heroic literature and as a significant artifact of Anglo-Saxon culture. The entire poem will be assigned in a student-friendly edition, with about 150 lines per week to be translated in class. The weekly reading will also include important essays that introduce the student to various critical viewpoints on the poem.

Richard Schrader

**EN 699 Seminar: Old English (Fall: 3)**

**Fulfills the pre-1700 requirement.**

The language of the Anglo-Saxons (around 500-1100) opens up a world both familiar and strange. Invasions, revolutions, and intellectual curiosity have changed English a good deal, and its grammar must be learned like a foreign language. Intensive language study in the early part of the course will enable you to read some wonderful literature:

powerfully violent heroic poetry, mournful elegy, intensely spiritual meditation, fanciful romance, history, cultural translation (by King Alfred), and the mesmerizing homilies of Alfric and Wulfstan.

Robert Stanton

**Undergraduate and Graduate Course Offerings**

**EN 121 The Linguistic Structure of English (Fall: 3)**

*Prerequisite:* Previous or simultaneous coursework in Linguistics or in the history of the English language.

**Cross Listed with SL 323**

**Fulfills the History of the English language requirement for EN/LSOE majors.**

See course description in the Slavic and Eastern Languages Department.

Margaret Thomas

**EN 122 Language in Society (Fall: 3)**

**Cross Listed with SL 362, SC 362**

**Satisfies Cultural Diversity Core Requirement**

See the course description in the Slavic and Eastern Languages Department.

Margaret Thomas

**EN 127 Language and Language Types (Spring: 3)**

*Prerequisites:* SL 311 and at least one other course in Linguistics recommended

**Cross Listed with SL 367**

See course description in the Slavic and Eastern Languages Department.

Margaret Thomas

**EN 175 Jewish Writers in Russia and America (Spring: 3)**

**Cross Listed with SL 375**

**Satisfies Cultural Diversity Core Requirement**

**All readings and classes conducted in English.**

See the course description in the Slavic and Eastern Languages Department.

Maxim D. Shrayner

**EN 527 General Linguistics (Fall: 3)**

**Cross Listed with SL 311**

**Fulfills the History of the English Language requirement for EN/LSOE majors.**

See course description in the Slavic and Eastern Languages Department.

M.J. Connolly

**Graduate Course Offerings**

**EN 645 American Nature Writing (Fall: 3)**

In this course we will read literature from the perspective of the fact that when we read a book we are holding a dead tree. Many of the authors we will encounter, however, are themselves aware of this perspective and use it in their work to raise questions about the relation between humanity, or culture, and nature. Our texts will represent a variety of genres (poetry, essay, fiction), and our authors will include Emerson and Thoreau, as well as such recent writers as Edward Abbey, Annie Dillard, Wendell Berry, and Gary Snyder, (among others).

Robert Kern

**EN 703 Melville and His Era (Fall: 3)**

This course examines Melville's major fiction *Typee*, *Moby-Dick*, *Pierre*, *The Piazza Tales*, *Billy Budd* and poetry in the context of 19th-

century social, political and literary developments. As these themes suggest, the basic approach in this class is informed by New Historicism, and criticism by Rogin, Brodhead, Sundquist, and Wai-Chee Dimock will be important. Corollary readings will include Dana's *Two Years Before the Mast*, Poe's narrative of *Arthur Gordon Pym*, and Cummins' *The Lamplighter*. Students will also be introduced to resources for Melville scholarship offered by the World Wide Web and by "Ishmail," the Melville discussion list.

James Wallace

#### EN 709 Introduction to Visual Culture (Fall: 3)

This course will introduce students to basic concepts in the emerging field of visual culture studies. We will explore potential and limitations of a semiotic approach to reading images drawn from popular culture and high art (with help of Roland Barthes, John Berger, Mieke Bal, WJT Mitchell and others). Readings will engage with the history of seeing as it is continually transformed by technology, ideology, and various cultural institutions of knowledge and control (through Benjamin, Crary, Krauss and others). Theoretical readings will take us through methodologies and disciplines including psychoanalysis, political theory, aesthetics, deconstruction, gender studies, philosophy, and (yes, even) literature.

Robin Lydenberg

#### EN 710 Queer Theory (Spring: 3)

Queer theory names a group of texts that, divergent in assumptions, theoretical methods, and styles of engagement, is perhaps united by a shared commitment to understanding and combating structures of sexual oppression. Sexual oppression, it suggests, is not simply a matter of anecdotal opinion, nor is it to be countered by empiricism; it is inextricable from the largest structures of meaning, subjectivity, and sociality in Western thought. Without pretending to be exhaustive, this course will offer an introduction to some of the major modes of practicing queer theory, particularly work influenced by psychoanalysis, deconstruction, social construction theory, and film theory.

Kevin Ohi

#### EN 721 Milton (Fall: 3)

This course will explore critical approaches to the major poetry and prose of John Milton. After studying the 1645 volume, we will spend a month on *Paradise Lost*, considering topics such as epic and nationalism, gender and the body, and revolutionary poetics. The last part of the course will focus on *Paradise Regained* and *Samson Agonistes*.

Amy Boesky

#### EN 728 Studies in the Eighteenth-Century Novel (Spring: 3)

This course investigates what British novelists were up to in the century when prose fiction emerged as a recognizable genre with its own traditions and conventions. We explore such issues as the novelty of the form and its ties to previous forms of discourse; tensions in the novel between historical/social realism and imaginative artifice; interactions of moral, aesthetic and cultural values and norms; relations between psychology and narrative strategy. Close scrutiny of major works by such authors as Behn, Defoe, Richardson, Fielding, Sterne, Johnson, Radcliffe, and Austen.

Robert Chibka

#### EN 734 African American Literature (Fall: 3)

Deals with fiction, poetry, autobiography and critical theory in African American Literature from Lucy Terry (1746) to Toni Morrison (the present). Concentrates on conflicts reflected in the field's founda-

tional texts and the culture's contemporary debates. Accordingly, we will discuss the very idea of race (i.e., the racialization of subjectivity), identity and origin, race and nation, black male-female gender strife, black and white feminism, contemporary slave narratives, and recurring forms of individualism, violence and healing, as well as ways that the idea of the African American subject is reshaped by poststructuralism, critical whiteness studies, transnationalism and the British Cultural Studies school.

Henry Blackwell

#### EN 741 Bodies/Borders (Spring: 3)

How does twentieth-century American literature use the human body to map cultural and representational borders? In two sections on modern and contemporary American fiction, this course will focus on representations of the body to explore the cultural construction and dissolution of borders between subjectivity and embodiment, life and death, health and illness, whiteness and "color," individual and national identities. Course topics will include grief, ghosts, wounds, objects, trauma, violence, space, sexuality and technology. Texts may include fiction by Stein, Larsen, Fitzgerald, Hemingway, Faulkner, West, Morrison, Robinson, DeLillo and Alexie.

Laura Tanner

#### EN 747 Sex, Gender, and the Body in Early Modern England (Fall: 3)

In this seminar we will explore the often contradictory notions of sex, gender and the body that circulated in early modern England. Through readings of medical, literary, and popular texts, we will analyze the larger cultural and political tensions that inform these works as well as the main scholarly debates that have shaped and currently are shaping their reception. Topics: publishing anatomy; homoeroticism; cross-dressing; representations of birth and nursing. Sample texts: Laqueur's *Making Sex*; *Enacting Gender on the English Renaissance Stage*; *Lily's Gallathea*; Cavendish's *Convent of Pleasure*; Middleton and Dekker's *Roaring Girl*; Marlowe's *Edward II*; Jane Sharp's *The Midwives Book*.

Caroline Bicks

#### EN 749 Poetics (Spring: 3)

This course traces the development of poetics from the mid-twentieth century to recent attempts at revival. We'll read Aristotle's *Poetics* as a "pre-text," followed by key essays in Russian and Prague school poetics, responses by the Bakhtin group, and examples of the transition from Slavic to French structuralist poetics. We then review the post-structuralist critique of structuralist poetics before considering the return of poetics in cognitive poetics and the New Formalism. Although the readings could be described as "theory," most of them are concerned with questions of literary methodology, often illustrating their claims in relation to specific poetic texts.

Alan Richardson

#### EN 751 Irish Ascendancy Fiction (Spring: 3)

This course examines fiction responding to Ireland's role in Empire: first, the trans-border national tale and then, the Anglo-Irish big house novel in its domestic and Gothic permutations. We will consider how nineteenth- and twentieth-century novelists—such as Maria Edgeworth, Sydney Owenson, Sheridan Le Fanu, George Moore, Somerville and Ross, Elizabeth Bowen, Molly Keane, and J.G. Farrell—responded to the crises of a colonial ruling-class facing its own extinction. We also explore the politicization of women's domestic fic-

tion in Ireland, as well as contemporary reinventions and parodies of Ascendancy novelistic forms. Readings include postcolonial and feminist debates about this literature.

*Vera Kreilkamp*

**EN 752 Contemporary Literary and Cultural Theory (Fall: 3)**

Meant for graduate students (and advanced undergraduates) seeking a challenge, headed for a Ph.D. program, and/or interested in contemporary theory, this interactive course will examine book-length studies as well as some essays and excerpted chapters. While a psychoanalytic undercurrent runs through much of the material, a variety of theories will be covered, such as deconstruction, feminism, post-colonialism, film, queer, and probably race and Marxist theory. Theorists apt to be included are Derrida, Barthes, Kristeva, Lacan, Zizek, Butler, Adorno, Agamben, Bersani, Fanon, Bhabha, Deleuze, and Foucault.

*Frances Restuccia*

**EN 769 Dickens (Fall: 3)**

Charles Dickens, the first great master of the popular literary marketplace, wrote prolifically in many genres: novels, stories, letters, and several kinds of journalistic essay. This course will center on three pairings of early and late Dickens novels. Along with each pair we will read selected letters, journalism, and biographical/critical materials in order to build up a picture of Dickens' characteristic conflicts, and the variations he played on them throughout his career. Our special concern will be to interrogate the interplay between Dickens' self-representations and the social structures and attitudes that shape his fiction

*Rosemarie Bodenheimer*

**EN 775 Seminar: Nabokov (Spring: 3)**

**Cross Listed with SL 575**

**Open to undergraduates by permission of instructor only**

See course description in the Slavic and Eastern Languages Department.

*Maxim D. Shrayer*

**EN 779 Contemporary American Poetry (Spring: 3)**

The course will focus on recent work by American poets, as well as some critical texts to help us situate the formal diversity and variety of theoretical concerns that characterize contemporary poetry. Probable poets for discussion will include Billy Collins, Yusef Komunyakaa, Sharon Olds, Louise Glück, C. K. Williams, Philip Levine, Charles Simic, and others. Tracing out poetic lines of kinship and influence, our aim will be to examine closely not only the poems, but the processes we bring to bear reading them, including our own assumptions about genre, gender, "contemporaneity," and culture.

*Suzanne Matson*

**EN 780 Readings in Theory (Spring: 3)**

**Cross Listed with RL 780**

See course description in the Romance Languages and Literatures Department.

*Kevin Newmark*

**EN 787 Ireland: The Colonial Context (Spring: 3)**

As Seamus Deane asserts, "Ireland is the only Western European country that has had both an early and a late colonial experience." This course spans the major cultural and historical moments and surveys the associated literary production connecting these experiences: from the Elizabethan plantations to post-independent Ireland's decolonization. The main objective is to evaluate how Irish culture manifests and/or

resists the colonial encounter. Particular attention is paid to the issues of language and authority, and to representations of place, gender, and identity. Students engage with a wide variety of writers and cultural critics.

*James M. Smith*

**EN 788 Irish Heroic Literature in Modern Adaptation (Spring: 3)**

Beginning with a study of the ethos of Irish heroic literature in its historical and cultural context, this course will then examine the uses, ideological, aesthetic, and personal, to which that material has been put by Irish writers of the past two centuries. Particular attention will be paid to shifting concepts of authenticity and the degree to which various creative artists have either retained, reinterpreted, or reinvented what they perceived to be the essence of their originals. Among writers to be studied will be O'Grady, Yeats, Gregory, Synge, Pearse, Joyce, Stephens, O'Duffy, O'Brien, Clarke, and Heaney.

*Philip T. O'Leary*

**EN 796 History and Theory of the Essay (Fall: 3)**

We will investigate the essay by identifying rhetorical elements that connect it to (but also distinguish it from) the short story, poem, and article. Our study will be historical (we will look, for example, at the development of the essay in relation to the rise of the magazine in the mid-18th century and the internet in the late 20th), theoretical (we will read Lukacs, Adorno, Barthes), and experiential (students will read and write both literary and scholarly essays). Readings include essays by Montaigne, Bacon, Johnson, Hazlitt, Woolf, Orwell, Wolfe, Didion, Thurber, Baldwin, White, Dillard, Hornby, Alexie, Sedaris, Orlean, and Kincaid.

*Lad Tobin*

**EN 801 Thesis Seminar (Fall/Spring: 3)**

*The Department*

**EN 807 Globalization and Culture (Fall: 3)**

This class investigates the cultural dynamics of globalization. We will explore how works of culture imagine the issues raised by globalization, and how they are products and agents of globalization. We will begin by defining globalization and considering its different historical periods. Did it begin in the 15th century, the 19th century, 1945, or the 1970s? From there we will explore a variety of theoretical approaches to globalization drawn from the fields of English, anthropology, cultural studies, and film studies. We will explore each of these theoretical models through specific works of culture, including movies, novels, short stories, travel narratives.

*Christina Klein*

**EN 836 Media, Culture, Narrative (Spring: 3)**

This course proposes to provide a seedbed of common readings and questions for graduate students interested in U.S. literary and cultural history from the mid-nineteenth to mid-twentieth centuries. Our readings will also concentrate on recent scholarship on the material and cultural placements of various media forms—news writings, self-help manuals, popular entertainments, speeches, pulp magazines, and so forth—adjacent to (and often constituting) what we now think of as "literary" expression.

*Chris Wilson*

**EN 844 Medieval Mystics (Spring: 3)**

**All texts will be read in Middle English, but no previous knowledge is required.**

Writings about mystical experience make up the most intense, most emotional, and most controversial genre of medieval literature. Mystics lived inner lives that distinguished them sharply from their fel-

low humans and outer lives that often threatened the religious and secular institutions of their day. In this course we will read five English mystics: Richard Rolle (d. 1349); Walter Hilton (d. 1396); the anonymous author of *The Cloud of Unknowing*; Julian of Norwich (d. 1414); and Margery Kempe (d. 1440).

*Robert Stanton*

#### EN 857 American Nature Writing (Spring: 3)

A course devoted to the historical, critical, and “ecocritical” study of environmental literature in America. We will trace the development of the marginalized genre of nature writing from the romantic/quasi-scientific accounts of American wilderness in early writers like Audubon and Bartram, to the religio-philosophical mode of Emerson and the place-sense of Thoreau, to the ecocentrism and environmental advocacy of more recent writers (Edward Abbey, Annie Dillard, Wendell Berry, Gary Snyder) in our own era of natural degradation and loss.

*Robert Kern*

#### EN 858 Debates and Issues in Post-Colonial Studies (Fall: 3)

The course will be divided into three segments: (1) the discourses of colonialism and anticolonialism—writers such as Fanon, Senghor, Césaire, and Gandhi who dealt with issues such as negritude, revolution, and soul force; (2) the critiques of postcoloniality—writers such as Edward Said, Gayatri Spivak, Homi Bhabha, and CLR James who have raised the issues of Orientalism, cultural translation, hybridity and authenticity, and the problem of identity politics; and (3) the contemporary debates within postcolonial studies, pertaining to Marxism, psychoanalysis, postmodern, third world literature, and film.

*Kalpana Seshadri-Crooks*

#### EN 864 Predecessors, Contemporaries, Heirs: The Case of Gerard Manley Hopkins (Fall: 3)

An examination of the poetry and thought of Gerard Manley Hopkins, including a study of his literary and spiritual predecessors, his Victorian contemporaries, as well as his influence on Modern poetry and poetics. The methodology will be esthetic and historicist, and will focus on close textual analyses of Hopkin’s extraordinary life and poetry.

*Paul Mariani*

#### EN 873 Shakespeare (Spring: 3)

The class will last for two hours and will be followed by an optional one-hour pedagogy workshop, offered in conjunction with the Teachers for a New Era initiative.

This course will cover a selection of plays spanning Shakespeare’s whole career and will also read critical essays chosen to represent a range of theoretical approaches to Shakespeare.

*Mary Crane*

#### EN 878 Reading and Teaching the Short Story (Fall: 3)

The central text is *The Best American Short Stories of the Century*. “I tried not to select stories because they illustrated a theme or portion of the national experience,” writes John Updike, editor of the collection, “but because they struck me as lively, beautiful, believable, and, in the human news they brought, important.” The central emphases will be on the content (what is said) and form (how it is said) of the stories, a dichotomy (a “durable riddle” Brad Leithauser has called it) more apparent than real.

*Paul Doherty*

#### EN 887 Introduction to Advanced Research (Fall/Spring: 3)

This course is intended to present the methods and materials of literary scholarship to graduate students. This course will study the

ways in which texts are produced, made, distributed, and preserved. The first section of the course introduces the students to the basic forms of literary production and scholarship, both print and electronic. The course goes on to ask larger questions about how material production affects our readings and receptions of texts, with selections from *The Book History Reader* and historical-bibliographical case studies of individual texts.

*James Najarian*

#### EN 888 Interim Study (Fall/Spring: 0)

Required for master’s candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master’s students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

*The Department*

#### EN 893 Contemporary Irish Drama (Fall: 3)

A survey of the Irish drama of the 1980’s and 90’s. We will examine the relationship of these new writers to the Irish dramatic tradition, as well as exploring how these new playwrights try to come to terms with the enormous social and ethical changes that have transformed Ireland in the last twenty years. Among playwrights to be read will be Brian Friel, Tom Murphy, Frank McGuinness, Sebastian Barry, Billy Roche, Martin McDonagh, Martina Carr, Donal O’Kelly, Conor McPherson, Jimmy Murphy, Vincent Woods, and Patric McCabe.

*Philip O’Leary*

#### EN 899 Readings and Research (Fall/Spring: 3)

*The Department*

#### EN 919 Some Versions of the Eighteenth Century (Fall: 3)

This course traces the rise of an eighteenth century canon after its first formation in the Victorian era and examines the development of more recent “counter-canon.” We will look at the impact of feminist studies, new historicism, cultural studies, postcolonial theory, and queer theory on the field of eighteenth-century studies over the course of the last twenty-five years. How have all of these theoretical movements altered not only what we read from the eighteenth century but also how we read it?

*Elizabeth Kowaleski-Wallace*

#### EN 934 Advanced Research Colloquium (Fall: 3)

This Ph.D. seminar will be run as a series of workshops structured to provide practical advice about how best to facilitate the successful transition from graduate student life to a professional life in academia. Topics will include: the dissertation, the conference paper, scholarly articles, teaching, the academic job market, and preparing a curriculum vitae. Students will present a 15-20 minute conference paper to the class, and to respond to questions and comments after the paper. By the end of the semester, each student should also have submitted two works for professional critique: a conference paper proposal and an article.

*Laura Tanner*

#### EN 998 Doctoral Comprehensive (Fall/Spring: 1)

A 1-credit, tuition-based course for students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculated student for the one or two semesters used to prepare for the Comprehensive. This course is non-graded.

*Amy Boesky*

### EN 999 Doctoral Continuation (Fall/Spring: 1)

A 1-credit, tuition-based course for all students who have been admitted to Ph.D. candidacy. Students are required to register and pay the tuition for Doctoral Continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation. This course is non-graded.

Amy Boesky

### Fine Arts

#### Faculty

**Josephine von Henneberg**, *Professor Emerita*; Doctor in Letters, University of Rome

**Pamela Berger**, *Professor*; A.B., A.M., Cornell University; Ph.D., New York University

**Richard Blake, S.J.**, *Professor*; A.B., M.A., Ph.L., Fordham University; M.Div., Woodstock College; Ph.D., Northwestern University

**John Michalczyk**, *Professor*; Chairperson of the Department; A.B., A.M., Boston College; M.Div., Weston College School of Theology; Ph.D., Harvard University

**Nancy D. Netzer**, *Professor*; B.A., Connecticut College; M.A., Tufts University; M.A., Ph.D., Harvard University

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**Sheila S. Blair**, *Norma Jean Calderwood Professor of Islamic and Asian Art*; A.B., Tufts University; M.A., Ph.D., Harvard University

**Jonathan Bloom**, *Norma Jean Calderwood Professor of Islamic and Asian Art*; A.B., Harvard University; A.M., University of Michigan; Ph.D., Harvard University

**Jeffery W. Howe**, *Professor*; A.B., Carleton College; Ph.D., Northwestern University

**Claude R. Cernuschi**, *Associate Professor*; B.A., University of Vermont; M.A., Ph.D., Institute of Fine Arts, New York University

**Kenneth M. Craig**, *Associate Professor*; B.A., M.A., Ohio State University; Ph.D., Bryn Mawr College

**Michael W. Mulhern**, *Associate Professor*; B.F.A., University of Dayton; M.F.A., Columbia University

**Sheila Gallagher**, *Assistant Professor*; B.A., Connecticut College; M.F.A., Tufts University

**Stephanie Leone**, *Assistant Professor*; B.A., George Washington University; M.A., Syracuse University; Ph.D., Rutgers University

**Andrew Tavarelli**, *Adjunct Associate Professor*; B.A., Queens College

**Mark Cooper**, *Adjunct Assistant Professor*; B.S., Indiana University; M.F.A., Tufts University

**Charles Meyer**, *Adjunct Assistant Professor*; B.A., Goddard College

**Katherine Nahum**, *Adjunct Assistant Professor*; B.A., Sarah Lawrence; M.A., Ph.D., Boston University

**Alston Conley**, *Lecturer*; B.F.A., Tufts University

#### Contacts

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- Website: <http://www.bc.edu/finearts/>

### Undergraduate Program Description

The department offers three majors: Art History, Film Studies, and Studio Art. Internships are available in local museums and galleries. For details, inquire at the Fine Arts Department office.

### Major Requirements: Art History

The major in Art History offers the student an opportunity to develop a knowledge and understanding of the visual arts as they evolved over the course of time. Departmental courses provide a broad foundation in the humanities and the preparation for further work leading to professional careers in the arts. These include: teaching and research, curatorships, conservation, educational positions in museums and art centers, occupations as art critics, or employment in commercial galleries and auction houses. Students majoring in Art History plan integrated programs in consultation with their department advisors. Students are encouraged to take as many courses as possible in history, literature, and foreign languages, especially German, French, or Italian, and other fields related to their specialization. For the Art History major a minimum of eleven courses must be completed in the following way:

- FA 101 and FA 102 Survey of Art History
  - FA 103 or FA 104 Art History Workshop
  - FA 401 Research Seminar
  - Courses with FA number, 3 of which have to be at least at the 200 level and 3 at least at the 300 level. They must be distributed as follows: Ancient Art, Medieval Art, Renaissance/Baroque Art, Nineteenth and Twentieth Century Art, Non-Western Art. Any area of student's choice.
- Double majors in the department must fulfill all requirements for both majors.

### Major Requirements: Film Studies

The Film Studies major applies the liberal arts tradition to the present-day culture of images and technologies. Courses in film history, theory and criticism enable students to become active, selective, and ethical participants in a world progressively more dominated by the media of visual communication.

Research-based studies in American and world cinema explore the mutual influence of the films and their respective diverse cultures and historic periods. Familiarity with several of the great films and filmmakers provides a basis for understanding the relationship between contemporary artists and industrial society. Each student will have an opportunity to apply this theoretical knowledge to the experience of film making and exhibition both through programs in scripting, photography, production, and digital editing and through an extensive internship program in the Boston area.

Students are encouraged to widen and deepen their understanding of the medium through additional courses in Art History, Studio Art, Theater, and Communication. While this Film Studies major provides a solid foundation for further studies and professional involvement in the industry, it also offers the liberal arts student a broad-based preparation for other career options.

The Film Studies major requires twelve courses, four of which must be above the 300 level. These must be distributed as follows:

- Introduction to Film Art
- At least two (2) American Film History courses. Courses in excess of two may be counted as electives
- At least two (2) production courses (Film Making, Photography, Digital Editing). Courses in excess of two may be counted as electives.
- Six (6) electives, at least two of which must be above the 300 level
- Senior Project: A film, historical critical essay or combination of both. An advisor will determine if the student is prepared to undertake the specific project and will direct its completion.

Since film is a humanistic discipline, students are also encouraged to take supplementary courses in history, political science, literature, music, and theater.

### Major Requirements: Studio Art

The Studio Art major provides students with an opportunity to participate in the shaping of their education. At the basis of this program of study is a dependence on the students' own perceptions, decisions, and reactions. Courses are available in many media and all involve direct experience in creative activity. Studio courses aim at developing the techniques and visual sensibility necessary for working with various materials. An understanding and exploration of the meanings and ideas generated by the things we make, and an awareness of the satisfaction inherent in the process of the making are integral parts of the program.

The Studio Art major is designed both for the student artist and the student interested in art. It teaches how to make art and an appreciation of how art is made. The department courses are conceived as an integral part of the liberal arts curriculum, and the studio major provides a solid basis for continuing work in graduate school and in art-related fields such as teaching, design, architecture, art therapy, conservation, publishing or exhibition design. Students intending to major in Studio Art are encouraged to begin the major in their freshman year. They are required to take a minimum of twelve courses for a total of 36 credits, to be distributed as indicated below. The program is to be worked out in consultation with the department advisor.

- Select two courses (six credits) from the following FS 100 Ceramics, FS 103 Drawing: Approaches and Issues, FS 102 Foundations of Painting, FS 161 Photography

These courses offer an introduction to the four areas of the studio program. Students are strongly advised to make choices (in conjunction with their departmental advisor) that provide a foundation for a concentration in one of these studio areas.

- Select one (three credits) from the following: FA 101 Art: Prehistoric to the High Middle Ages, FA 102 Art from the Renaissance to Modern Times, FA 257-258 Modern Art: Nineteenth and Twentieth Centuries, FA 285 History of Photography
- A minimum of seven (7) additional courses 100-level and/or above (21 credits)
- FS 498 Senior Project Part I (Fall) and Senior Project Part II (Spring) (six credits) Students must have taken at least four semesters of work relating to their Senior Project prior to their senior year. Portfolio reviews are required in the second semester of the sophomore and junior years.

In addition to the required courses, the following are recommended: FA 257-258 Modern Art, FA 361 Issues in Contemporary Art

Summer travel and summer courses are also recommended for enrichment. Consult the Department advisor.

### Art History Minor

The minor in Art History provides the student with an introduction to the art of the western world. In addition to the two introductory courses, FA 101 and FA 102, the student will have a choice of two 200-level courses and at least two 300-level courses, for a total of four upper-level courses covering specific art-historical periods. In these courses, the student will be exposed to the methods of the discipline and will complete a research paper.

### Studio Art Minor

The minor in Studio Art offers the students the opportunity to pursue a course of study in ceramics, painting, drawing, or photography. It is designed to encourage an in-depth investigation of one medium, rather than a generalized sampling of many. There are features of the minor program that resemble aspects of our majors' studio program which we have found to be successful. The required Advanced Studio Seminar class, for example, will function analogous to our Senior Project.

The minor comprises six classes to be selected as follows:

- Two introductory level classes to be selected from: FS 103 Drawing: Approaches and Issues, FS 102 Painting I, FS 141 Ceramics I, FS 161 Photography I
- The concentration of classes that follow must be related to (only) one of the above listed areas and must be selected as follows:  
Two classes at the 200 level or above.  
One class at the 300 level  
One FS 325 Studio/Critical Issues  
(during which students will be expected to complete a significant thesis project)

Therefore if a student takes Painting I and Photography I as his/her introductory classes, he/she must select the additional three classes from either painting or photography, but not both, i.e., three painting or three photography classes. If a student wishes to pursue a discipline that they have not taken an introductory course in, they must take that introductory course as an elective before taking additional classes in that discipline.

Additional requirements:

- No more than one independent study in your field of concentration.
- Courses to be counted in the minor must be taken for a grade (no pass/fail).
- It is suggested that if students wish to strengthen their minor by taking electives, they should add additional classes from the offerings in their chosen area of specialty. The department also encourages students to take: FA 101 and 102 Introduction to Art History, FA 356 Art Since 1945, FA 285 History of Photography

### Film Studies Minor

The Film Studies Minor is intended to give students an introduction to the basic elements of film production, history and criticism. Requirements normally include FM 202 An Introduction to Film Art then one production course and one course in history or criticism. A selection of three additional courses as electives from the offerings of the film studies program allows the student to pursue individual interests and develop a level of competence in one particular area, such as production, history, or criticism.

### Information for First Year Majors

First Year Art History majors are required to take FA 101 Art from Prehistoric Times to the High Middle Ages with FA 103 Art History Workshop. First Year Studio Art majors are advised to select two studio courses from FS 100, FS 101, FS 102, or FS 161 and one art history course from FA 102, FA 257, FA 258, or FA 285. FM 202 Introduction to Film Art is a required foundation course to ground the student in film language, history, and criticism.

### Information for Study Abroad

#### Art History

Students normally come to a Fine Arts major in sophomore or even junior year, hoping to complete the course work within a short period. The department tries to assist them in doing so with close supervision as well as encouragement to take several art history courses in approved programs abroad.

No prerequisites are required although students are encouraged to take the Introduction to Art History (FA 101-102) as a foundation for further study. An extensive survey abroad would serve as a substitute. Prior to senior year, students are limited to one or two semesters abroad.

Since our department would like to offer its own stamp on the Art History major, Fine Arts prefers that the student take no more than three courses abroad. Most often courses taken abroad are used as major electives. These courses should not be taken in senior year, since the Senior Seminar is crucial to the completion of the major. In selective programs, e.g., in Florence, the students would be allowed to take an additional course or two with the prior approval of the department.

The most successful programs have been those in Europe—Italy, France, Spain, and England.

The department believes strongly that the study of art history in a location where there are first-class museums and programs will greatly enhance the student's understanding of the works of art in context. We will try to accommodate most worthwhile programs and make suggestions for the most effective ones based on former students' past experiences. For Art History, Professor Claude Cernuschi, Professor Pamela Berger, and Professor John Michalczyk, Chairperson, are department Study Abroad Advisors and contacts for course approval.

#### Film Studies

Although there are no prerequisites, students are encouraged to take the Introduction to Film Art (FM 202) and/or History of European Film (FM 283) to serve as a strong foundation for film studies, prior to going abroad.

Normally, the student should take up to two (2) film studies courses abroad. With the approval of the co-directors, the student may take other courses where there are solid, established programs, e.g., Paris. These courses should ideally be taken in junior year, since the student should complete the Senior Project under the close supervision of the advisor within the Department. There are no restrictions on the term that a student may study abroad.

Often courses taken abroad are used as major electives. On occasion, parallel courses offered abroad might substitute for the required courses if the syllabi are close in content and approach.

Programs in France, Spain, Italy, England/Scotland, and Australia have been the most successful.

Co-Directors, Professor John Michalczyk and Professor Richard Blake, S.J. are the department Study Abroad Advisors and the Department's contacts for course approval.

The co-directors strongly approve of the study of foreign film and make every effort to allow students to select their own area of interest in world cinema. The film studies offerings abroad in general are often limited to three or four courses during any one term. Prior to enrolling in courses abroad, it is required that the student get approval for the courses and have several options in case a specific course is not offered during the term(s) abroad.

#### Studio Art

The Department believes strongly that study abroad is worthwhile, exposing students to not only other cultures but other forms and traditions of artistic expression. At the same time it cautions studio majors to consider their growth and development in the major and to integrate study abroad with their chosen area of concentration in consultation with their department advisor.

Students should have the following courses completed prior to studying abroad:

- Two courses (six credits) of the following: FS 100 Ceramics, FS 100 Drawing I, FS 102 Painting I, FS 161 Photography I
- Selection of four courses in your area of concentration
- Up to two of the seven electives that are required for the Arts and Sciences Studio major may be taken abroad.

There are no restrictions on courses taken abroad, but it is recommended that they are used to fulfill major electives or to develop the student's area of concentration. Study abroad should be limited to one semester. It is strongly advised that students speak to their faculty advisor about possible ideas for their Senior Project before going abroad. Andrew Tavarelli, Assistant Chairperson, is the department Study Abroad Advisor and contact for course approvals. The department recommends programs in Italy, England, and photography programs in Prague and Paris.

#### Studio Courses for Non-Majors

Students majoring in other disciplines, and those who are undecided about their majors, are always welcome in studio courses. The diversity of background and uniqueness of vision they bring to courses enlivens and renews the ever expanding language of the visual arts. Studio courses offer students at Boston College a unique opportunity to learn the skills and disciplines that will enable them to make works of art which most exactly and clearly express their thoughts and feelings about the world. The sequences of studio courses, which do not constitute official minors, are intended to help non-majors concentrate their vision and give the breadth and depth of experience necessary for future achievement.

Students should speak to the instructor to determine where they should begin in this sequence. Studio majors should work out the sequence of their courses in consultation with their department advisor.

Studio courses carry a lab fee. The lab fee is used by the University to help defray the costs of supplies, props, models, and other studio related expenses. Studios are open most nights and on Sundays for student use.

#### Graduate Program Description

Although the Fine Arts Department does not offer an advanced degree, undergraduate courses can be taken for graduate credit upon application to the Department. These offerings may provide complements for the various interdisciplinary and special programs offered by the University.

## Fine Arts

### *Undergraduate Course Offerings*

**Note:** Future course offerings and courses offered on a periodic basis are listed on the at <http://www.bc.edu/courses/>.

#### **FA 101 Art from Prehistoric Times to the High Middle Ages (Fall: 3) Satisfies Arts Core Requirement**

A fundamental course for understanding the visual arts in the Western World: painting, sculpture and architecture. Major monuments in the history of art will be discussed in historical and cultural context beginning with Paleolithic cave art through the art of the medieval period. This course will examine some of the ancient material from an archaeological perspective, but its main emphasis will be on style and meaning in art. Assignments will include museum visits and the study of significant works of art in greater Boston. (Art from the Renaissance to Modern Times is taught in FA 102 in the spring.)

*Pamela Berger  
Kenneth Craig*

#### **FA 102 Art from the Renaissance to Modern Times (Spring: 3) Satisfies Arts Core Requirement**

This is the fundamental course for understanding the visual arts: painting, sculpture and architecture. The major monuments in the history of art will be discussed in their historical and cultural context beginning with the Renaissance in Europe down to the art of our own time. The emphasis will be on style and meaning in art. The class meets for two slide lectures and one small discussion group per week. Assignments will include museum visits and study of significant works of art in greater Boston. (Paleolithic through medieval art is taught in FA 101 in the fall.)

*Claude Cernuschi  
Stephanie Leone*

#### **FA 103-104 Art History Workshop (Fall/Spring: 3) Required for art history majors.**

The primary objective of this two-semester course is to expose the student to a series of problems in order that he or she may understand more fully the formal and technical aspects of works of art studied in the general survey of art history (FA 101-102). Critiques and discussions also try to develop greater aesthetic sensitivity.

*Aileen Callahan*

#### **FA 107 History of Architecture (Fall: 3) Satisfies Arts Core Requirement**

The evolution from pre-history to contemporary times of select examples of Western architecture is considered against the background of history, religion, societies, politics, psychology and technology.

*Katherine Nahum*

#### **FA 108 Great Art Capitals of Europe (Spring: 3) Satisfies Arts Core Requirement**

This course is for artists, art lovers, and travelers. It deals with selected works of painting, sculpture and architecture from the fifth-century golden age of Athens through the post-impressionism of nineteenth century Paris. The course will treat particular monuments in-depth, emphasizing their artistic styles, as well as the ideological and social contexts in which they were created. While looking at the art of the past, we will also consider how it has been interpreted by historians.

*Pamela Berger*

#### **FA 109 Aspects of Art (Fall/Spring: 3) Satisfies Arts Core Requirement**

Art can be the stepping stone to the investigation and greater understanding of our world. In this course, we explore visual objects—paintings, prints, sculptures and buildings—which artists make to enrich our environment and expand our awareness of important issues. To get the artist's message, we learn the formal and aesthetic premises of visual language and the vocabulary of each medium. We then approach some of the major issues revealed and influenced by art: images of divinity, the effects of patronage, art as a political forum, the roles of women, racial imagery, art and science.

*Judith Bookbinder*

#### **FA 174 Islamic Art and Civilization (Fall: 3) Satisfies Cultural Diversity Core Requirement Cross Listed with TH 174, HS 207**

See course description in the Theology Department.

*Sheila Blair*

#### **FA 176 Jerusalem (Fall: 3)**

**Enrollment is limited to 12, with preference given to first year students.**

Jerusalem, a unique city, holy to and contested by the three great monotheistic religions of Judaism, Christianity, and Islam. To understand the conflicting claims, this seminar will explore the history and changing perception of the city over three thousand years not only through scripture and written sources but also through the study of physical remains, including archaeology, architecture, and art, and how representations of Jerusalem in art and cartography have changed over the centuries. This interdisciplinary seminar is designed to introduce students, particularly first year students, to a broad range of topics to the study of Art History, Middle Eastern and Islamic Studies.

*Johnathan M. Bloom*

#### **FA 203 Great Cities of the Islamic Lands (Spring: 3) Satisfies Arts Core Requirement Satisfies Cultural Diversity Core Requirement**

Contrary to common stereotypes, Islam has traditionally been an urban culture. Its cities were some of the biggest in medieval times, and their products the finest money could buy. This course examines a dozen metropolises in the Islamic lands, ranging from Damascus in the seventh century to Delhi in the seventeenth, and their major monuments, both architecture and objects.

*Sheila Blair*

#### **FA 204 The Roots of Civilization: Ancient Near Eastern and Aegean Art (Fall: 3)**

The beginnings of civilization in Mesopotamia (Iraq), Turkey, and Iran, and the establishment of agriculture, writing, and urbanization, will be traced through art and monumental architecture, through to Egypt and Greece. From Neolithic times, themes of fertility, war, kingship and state, as well as animal representations and sacrifice to the gods, permeate the early art of the Eastern Mediterranean region and affect the development of the art of classical Greece.

*Diana McDonald*

#### **FA 206 Art and Myth in Ancient Greece (Spring: 3) Cross Listed with CL 208 Satisfies Arts Core Requirement**

An introduction to the visual representation of the Greek gods and goddesses and to the artistic depiction of the primary cycles of Greek legends (e.g., the Trojan War and heroes such as Herakles, Perseus, and

Theseus). This course focuses on how specific visual attributes serve to identify mythological characters and how the development of narrative in Greek art helped to relate their stories. Inquiring into the use of mythological imagery to decorate temples, cult statues, and vases used primarily for the symposium (male drinking parties), we will consider the functions of mythological imagery within Greek society.

*Gail Hoffman*

**FA 207 Ruins of Ancient America: Temples and Tombs (Fall: 3)**

**Satisfies Cultural Diversity Core Requirement**

The Aztec, Maya and Inca peoples, and their precursors in Mexico, Central America, and Peru, flourished prior to 16th century Spanish conquest. Ancient Meso-American cultures shared an emphasis on a cosmic calendar, kinship, warfare, blood sacrifice, and an elaborate ritual ball game. We will explore these, and the new theories on the classic Maya collapse and practice of human sacrifice. The Andes, with the vast Inca empire, and newly discovered tombs and enigmatic ceramics of the Moche in Peru, reveal an emphasis on nature worship and animal and supernatural images.

*Diana K. McDonald*

**FA 214 The Art of the Silk Road (Spring: 3)**

**Satisfies Cultural Diversity Core Requirement**

The Silk Road is the term coined in the nineteenth century for the overland trade route that connected China to the Mediterranean via Central Asia and Iran. This course surveys the arts and ideas that traveled and developed along this trans-continental route over several millennia.

*Sheila Blair*

**FA 216 Art and Archaeology of Homer and Troy (Fall: 3)**

**Cross Listed with CL 216**

See course description in the Classical Studies Department.

*Gail Hoffman*

**FA 221 Early Medieval Art: Mysteries and Visions (Fall: 3)**

**Satisfies Arts Core Requirement**

This course will illuminate the art of the so-called Dark Ages, from about 200 AD to around the year 1000 AD. We will begin with the art of the waning classical world where, in addition to the burgeoning imagery of early Christianity, one finds the magico-religious art of the mystery cults of Cybele, Mithras and Isis. We will look at the art of Byzantium, as well as that of Celtic-Early Christian Ireland, and go on to a study of the Carolingian renaissance. The last part of the course will be devoted to the "apocalyptic" millennial art of tenth century Spain.

*Pamela Berger*

**FA 222 Art of the Later Medieval Art: Imagination and Imagery**

**(Spring: 3)**

**Satisfies Arts Core Requirement**

This course will look at the symbolism and the multiplicity of meanings in works of art from the Romanesque and Gothic world. We will study the various artistic styles of architecture, sculpture, and painting of the period, all the while treating the art in its intellectual and social context. We will pay particular attention to the new ways medieval men and women envisioned space and time, as well as God and nature.

*Pamela Berger*

**FA 231 Early Renaissance Art in Italy (Fall: 3)**

**Satisfies Arts Core Requirement**

Why was art made in the Renaissance? What did it mean to its original audience? This course studies connections between art, society

and culture in Italy in the fourteenth and fifteenth centuries, a period of fertile artistic innovation. We will explore the prominent artistic centers of Florence, Siena, Rome and Venice; powerful patrons like the Medici family; and renowned artists, such as Giotto, Brunelleschi, Donatello and Botticelli.

*Stephanie Leone*

**FA 232 Northern Renaissance Art (Spring: 3)**

Painting in the Netherlands and in Germany in the fifteenth and sixteenth centuries. Emphasis will be on the style and the meaning of the great works of the masters of Northern Renaissance art such as Jan van Eyck, Hieronymus Bosch, Pieter Bruegel, and Albrecht Durer. We will discuss how the Renaissance in Northern Europe is different from the Italian Renaissance and what influences it absorbed from the Italians. We will consider the importance of printed pictures in this era when books and broadsheets assumed such a crucial role.

*Kenneth Craig*

**FA 251 Modern Architecture (Spring: 3)**

**Satisfies Arts Core Requirement**

This course charts the development of modern architecture from late eighteenth-century revival styles to modernism, post-modernism, and deconstructivist architecture. We examine the work of F.L. Wright, Gropius, Mies van der Rohe, LeCorbusier, Aalto, Louis Kahn, Venturi, and Gehry, among others, and explore how their work embodies social, political, and economic issues.

*Katherine Nahum*

**FA 256 Impressionism and Neo-Impressionism (Spring: 3)**

After an examination of the intellectual and artistic bases of Impressionism, we consider each of the eight Impressionist exhibitions against the social, political and economic background. We follow these artistic currents into Neo-Impressionism on other, sometimes distant countries.

*Katherine Nahum*

**FA 257 Nineteenth Century Art (Spring: 3)**

**Satisfies Arts Core Requirement**

An introduction to European and American art of the late eighteenth century to 1900. The work of major painters and sculptors will be investigated in the context of contemporary cultural and political developments. Beginning with art in the age of revolutions in France and America, we will study the movements of Neoclassicism and Romanticism. The evolving role of the academy will be studied, as well as independent movements such as Realism, Impressionism and Post-Impressionism. Artists to be studied include David, Goya, Turner, Monet, Van Gogh and Rodin.

*Jeffery Howe*

**FA 258 Modern Art: 19th-20th Century II (Fall: 3)**

**Satisfies Arts Core Requirement**

A survey of various artistic manifestations from 1900 to 1945 in Europe, with special emphasis on Fauvism, Cubism, Italian Futurism, German and Austrian Expressionism, Russian Suprematism and Constructivism, Dutch Neo-Plasticism, Dada and Surrealism.

*Claude Cernuschi*

**FA 263 Nineteenth Century American Art (Fall: 3)**

The nineteenth century was a time of turmoil and change as some Americans moved westward and others considered their connections to their European roots. American artists constructed Federalist portraits, Romantic landscapes, Neoclassical sculptures, Realist genre scenes,

Luminist seascapes, and Documentary photographs to express who they were as individuals and as members of a new national community. This course traces the evolution of American painting, sculpture, and photography throughout the nineteenth century as American artists responded and contributed to the larger social, political, and cultural forces shaping the nation.

*Judith Bookbinder*

**FA 264 Twentieth Century American Art (Spring: 3)**

American artists began the twentieth century by looking to avant-garde European art as a source of inspiration. By mid-century, America had become the center of the avant-garde art world. This course traces the transformation of two and three-dimensional American art in the context of the changing political, social, and cultural environment of the twentieth century. Beginning with Precisionist and Expressionist interpretations of the modern world, the course will include Abstract Expressionism, Color Field and Hard Edge Abstraction, Pop and Op Art, Earthworks and Environmental Sculpture, Conceptual Art, and Neo-Expressionist Figuration among other developments.

*Judith Bookbinder*

**FA 267 From Salt-Box to Skyscraper: Architecture in America Seventeenth to Twentieth Centuries (Fall: 3)**

**Satisfies Arts Core Requirement**

This course will trace the development of American architecture from colonial times to the present. Particular attention will be paid to monuments in New England, with field trips to important buildings in the Boston area. In addition to studying stylistic changes, the class will consider the significance of changes in building technology and social needs for the history of architecture. This course will make extensive use of a networked archive of scanned photographs. The Digital Archive of American Architecture is available as a website on the Boston College Infoeagle.

*Jeffery Howe*

**FA 285 Nineteenth and Twentieth Century Photographic History (Spring: 3)**

This course looks at the evolution of vision and practice through a selected survey of the history, technology, and aesthetics of photography from the earliest experiments in the medium to the present day. We will focus primarily on photographic practice in Europe and the United States. In this course, we will investigate the social, cultural, and political implications of the revolution of photography, paying critical attention to its manipulations within the contexts of entertainment, advertising, the state, science, journalism, modern and postmodern art. We will also carefully explore our relationship with the proliferation of mass media imagery today.

*The Department*

**FA 306 Houses of the Rich and Famous (Spring: 3)**

In all cultures and times houses tell us how people lived and what they cared about. This seminar explores the abodes of the rich and famous throughout history. Seminar topics will investigate the history of the palace and highlight key examples of rural and urban grand living across Eurasia, such as Piazza Armerina in Roman Sicily, the Alhambra in Nasrid Granada, Fatehpur Sikri in Mughal India, Palazzo Medici in Renaissance Florence, Palazzo Pamphilj in Baroque Rome, and Versailles in Bourbon France.

*Jonathan Bloom*

*Stephanie Leone*

**FA 311 Greek Art and Archaeology (Fall: 3)**

**Cross Listed with CL 219**

The art of the ancient Greeks is the visible testimony of one of the great ages of Western civilization. We will study architecture, sculpture and painting. This class will consider the art of Minoan, Crete, and Mycenae on the mainland of Greece as precursors to Greek art. Then we will study Greek art proper from its earliest appearance to the end of the Hellenistic period. Archaeological material will be covered primarily in relation to the major artistic monuments.

*Kenneth Craig*

**FA 314 The Art and Archaeology of Egypt and the Ancient Near East (Spring: 3)**

**Satisfies Cultural Diversity Core Requirement**

This course will examine two of the world's oldest civilizations. We will concentrate on the architecture, sculpture, and painting of Egypt and on the early cultures of Mesopotamia with frequent reference to the broader archaeological contexts of the material. While the class will focus on the physical remains of these civilizations, ancient literary sources—read in translation—will be employed to enrich our understanding.

*Kenneth Craig*

**FA 316 Eastern Influences on Western Art (Spring: 3)**

Nineteenth and twentieth century European and American painters were affected by Eastern paintings, prints, decorative arts, spiritual ideas as Chinese and Japanese trade opened. Results were new ways of depicting reality, light, space and invention of abstract line, shape, color and texture rendering spiritual states of mind. Through comparisons of Asian paintings, prints, decorative art objects and European and American paintings and prints, students will study the impact of Eastern art on path-breaking developments of modern art in the West.

*Judith A. Bookbinder*

**FA 327 Early Medieval Art in Ireland and Britain (Fall: 3)**

This seminar will examine the origins and development of art in Ireland and Britain in the Early Medieval period and the production of Irish and English missionaries on the Continent. Emphasis will be placed on manuscripts, sculpture, and metal work of the sixth to the ninth century, on understanding works of art in their historical contexts, and on their sources in the Celtic, Germanic and Mediterranean worlds. Students of art history, history, medieval studies, and Irish Studies are encouraged.

*Nancy Netzer*

**FA 332 The Age of Leonardo, Michelangelo, Raphael and Beyond: Sixteenth Century Art in Italy (Spring: 3)**

The course begins with High Renaissance, of brief duration (1500-1520) but whose artists, especially Leonardo, Michelangelo and Raphael attained a level of creative accomplishment that served as a model for years to come. Some key themes include: the development of style, artistic competition, relationships between patrons and artists, restoration of Rome to its ancient glory, and the competing artistic developments in Venice. The second part of the course will trace the development of art after Raphael's death in 1520, to understand how Michelangelo's art continuously evolved and how other artists reacted to the challenge of the High Renaissance.

*Stephanie Leone*

**FA 340 German and American Expressionist Painting in the Twentieth Century (Fall: 3)**

The twentieth century witnessed periods of the greatest growth and worst carnage in human history. The exuberance and terror, hope and despair inspired by these circumstances was particularly profound in Germany and America where artists turned their personal experiences into outward manifestations of their emotions. The images they created, both figurative and abstract, constituted a general orientation called Expressionism. This course will explore the varied manifestations of Expressionism beginning with the German Brücke and Blaue Reiter groups, continuing with the American Figurative Expressionists and Abstract Expressionists, and concluding with Neo-Expressionists in both countries in the later decades of the century.

*Judith Bookbinder*

**FA 342 Age of Rembrandt (Fall: 3)**

In the seventeenth century the prosperous Dutch middle class became passionate art collectors. Wealthy merchants and tradesmen, and even butchers and bakers, bought art of the highest quality and displayed it proudly in their homes and shops. The artists living in the Netherlands responded by producing wonderful genre pictures, landscapes, still lifes and portraits as well as religious and mythological pictures for this, the first free market in the history of art. Among the artists we will study are Rembrandt, Jan Vermeer, Frans Hals.

*Kenneth Craig*

**FA 347 Age of Baroque: Seventeenth Century Art in Italy (Fall: 3)**

This course will study the painting, sculpture, architecture and urban development of Italy during the late sixteenth and seventeenth century. We will focus on the abundant artistic projects in Rome, the home to the papacy and the birthplace of the Baroque. Particular emphasis will be placed on the relationship between artistic endeavors and powerful patrons, many of whom were members of the Roman Catholic Church. We will investigate the meanings and uses of art in relation to its social and cultural contexts to understand how art served both sacred and secular goals.

*Stephanie Leone*

**FA 356 Art Since 1945 (Fall/Spring: 3)**

An analysis of artistic movements from 1945 to the present: Abstract Expressionism, Color Field, Neo-Dada, Pop Art, Minimalism, Post-Minimalism, Performance Art, Conceptual Art, Photo-Realism, Earthworks, Neo-Expressionism, and the more recent manifestations of appropriation associated with the Postmodern.

*Claude Cernuschi*

**FA 401 Seminar in Art Historical Research (Fall: 3)**

The seminar acquaints the student with the bibliography and research methods necessary for scholarly work in art history. The student prepares a substantial research paper under the direction of the professor and presents it to the class.

*Claude Cernuschi*

**FA 403 Independent Work (Fall: 3)**

This course may be given on an as needed basis to allow students to study a particular topic that is not included in the courses that are offered.

*The Department*

**FA 406 Independent Study III (Fall: 3)**

*Aileen L. Callahan*

**FA 451 Symbolism and Art Nouveau (Fall: 3)**

This seminar will be an exploration of the parallels between the visual arts and literature of this era. The course will involve study of some of the most intriguing artists of the period, such as Gustave Moreau, Gauguin, Redon, Fernand Khnopff, Edvard Munch and Gustav Klimt. Corresponding themes in Symbolist literature will be examined to enlarge the context of the inquiry. Readings will include works by Baudelaire, Mallarmé, Maeterlinck, J.-K. Huysmans and Oscar Wilde. As Symbolism was truly a multidisciplinary movement, the sculpture of Rodin and Art Nouveau architecture and decorative arts will also be included.

*Jeffery Howe*

**FA 453 Psychoanalytic Approaches to Art (Fall: 3)**

How can art be approached psychoanalytically? The focus of this seminar is on late nineteenth century artists such as Manet, Gauguin, Cézanne, and Van Gogh, and on those psychoanalytic ideas that have been, and have yet to be applied to art. Our particular concern is the lack of attention paid, as Meyer Schapiro and others have noted, to the historic, iconographic and stylistic context of artistic expression. We will explore how the formal means of the artist might be used toward a psychoanalytic interpretation.

*Katherine Nahum*

**FA 454 Abstract Expressionism (Spring: 3)**

An analysis of the artistic movement commonly called Abstract Expressionism and the New York School. Emphasis on gestural painting and color field with particular attention to issues of intellectual context, criticism and interpretation. Among the artists covered are Baziotes, Gorky, de Kooning, Kline, Pollock, Motherwell, Hofmann, Gottlieb, Rothko, Newman, Krasner, Still, Reinhardt, as well as lesser known figures such as Stamos, Pousette-Dart, Tworck, Tobey, and Tomlin. Attention shall also be given to sculptural manifestations of Abstract Expressionism in Smith, Roszak, Feber, etc.

*Claude Cernuschi*

**FA 456 Bad Boy Gauguin (Spring: 3)**

Thumb sucking self portraits in paintings and ceramics define one side of Paul Gauguin; the other comes off as an aged sophisticate. We will explore several dualities in the life and work of Gauguin (saint/sinner, French/Spanish, male/female, real/hallucinatory) against the art-historical and social background.

*Katherine Nahum*

**FA 461 Frank Lloyd Wright (Spring: 3)**

A seminar investigating the architecture of Frank Lloyd Wright. Arguably America's greatest architect, his career spanned eight decades, from the 1880s to the 1950s. We will explore his roots in the Shingle style and his experience as a young architect in Chicago, where he forged the Prairie Style. His evolving conception of architecture and urbanism in his later career will also be studied.

*Jeffery Howe*

**FA 499 Advanced Independent Research (Fall/Spring: 6)**

Arts and Sciences students who want the challenge of working intensively on a scholarly or creative project of their own design during their senior year should consider applying for this program. The application deadline is usually in the late fall of a student's junior year. See the Arts and Sciences section of this Catalog or contact the Dean's Office for a full description of the requirements.

*The Department*

## Film Studies

### *Undergraduate Course Offerings*

**Note:** Future course offerings and courses offered on a periodic basis are listed at <http://www.bc.edu/courses/>.

#### **FM 171 Filmmaking I (Fall/Spring: 3)**

How observations and visions are turned into images. How images are connected to form ideas. Projects in silent filmmaking, shooting, lighting and editing are included. The course is also about film as a form or expression and communication. A class for beginners. Equipment is provided.

*Michael Civile*

#### **FM 202 Introduction to Film Art (Fall: 3)**

The basic course introduces essential concepts of film techniques, history, and criticism and supplies the background for more advanced work in film studies. It provides some familiarity with the artistic, economic, technological, and social factors that exerted an influence on the development of the medium and the industry to its present influential role in cultures today. Critical reading and historical research lead to active viewing and to precise written and oral evaluations of individual films.

*Richard Blake, S.J.*

#### **FM 273 Filmmaking II (Fall/Spring: 3)**

*Prerequisite:* Filmmaking I or permission of the instructor

#### **Lab fee required**

This course is designed for students who want to make movies. Using state-of-art sound film cameras, students develop topics, shoot, and edit their own films. Emphasis is on demystifying the filmmaking process. Equipment is provided.

*The Department*

#### **FM 274 Digital Non-Linear Editing (Fall/Spring: 3)**

*Prerequisite:* Departmental permission

**Cross Listed with CO 224**

**Limited to 10 students**

This course will provide the fundamental skills required for editing moving pictures as well as hands-on experience on the Avid nonlinear edit system. The Avid Media Composer is currently considered a standard tool in the video, television, and film industry. Using the system, students will learn the basics of pacing, continuity and electronic storytelling by producing and editing their own material. They will also master the latest techniques in digitizing, organizing "bins" and "clips," building a timeline, saving sequences, and output to tape.

*Adam Bush*

*Michael Civile*

*Chris Schmidt*

#### **FM 275 Final Cut Pro Editing (Fall: 3)**

**Cross Listed with CO 275**

**Restricted to Majors**

See course description in the Communications Department.

*Kristoffer Brewer*

#### **FM 280 American Film History I: Early Years (Fall: 3)**

A survey of the social, artistic, cultural, technological and economic foundations of the American motion picture industry serves as the background for the study of several of the most important directors of the silent era, like Chaplin, Griffith, Keaton and Flaherty, their audiences and the social impact of their work. The introduction of sound will include some early films of Frank Capra.

*Richard Blake, S.J.*

#### **FM 281 American Film History II: Studio Years (Spring: 3)**

**Satisfies Arts Core Requirement**

During the period from the introduction of sound until the 1950s, eight large corporations controlled Hollywood film production and national distribution. A study of the films of Ford, Hawks, Welles, Hitchcock and Huston investigates the emergence of these key individual artists within the corporate structure of the industry. Their films are viewed in their social context, as reflections of changing mores, the Depression, and World War I.

*Richard Blake, S.J.*

#### **FM 283 History of European Cinema (Fall: 3)**

**Satisfies Arts Core Requirement**

Using a survey approach, the course examines the principal movements of Expressionism in Germany, Neo-realism in Italy, and the New Wave in France with an occasional maverick film that becomes monumental in the history of cinema.

*John Michalczyk*

#### **FM 297 Irish Political Film (Fall: 3)**

The recent "Troubles," or the socio-political unrest in Northern Ireland from the civil rights movement of the Sixties to the promising Good Friday Accords of 1998, have been graphically captured in film. This course will offer a study of social, religious, and political issues with a focus on conflict resolution. From the post-World War I struggles of Michael Collins to the current return of the paramilitary prisoners into society, it will trace Ireland's evolving socio-political history.

*John Michalczyk*

#### **FM 301 Screenwriter (Fall/Spring: 3)**

This course explores the role of the screenwriter in the film making process, from original story idea to the finished screenplay and film. Students learn about each of the elements of screenwriting including: structure, creating character, the role of dialogue in film, theme and message, genre, and rule breaking. Both individually and as a classroom project, students will read screenplays and analyze films to gain a better understanding of how those elements work in combination and contribute to the final project.

*Drew Yanno*

#### **FM 303 Advanced Screenwriting (Fall/Spring: 3)**

*Prerequisite:* FM 301

**Limited to 15 students**

This course is for students interested in writing for film. Students will apply the knowledge gained in FM 301 to write their own screenplays. Film Studies majors and minors will be given preference in enrolling. Students will select an idea for a film and transform that idea into a story suitable for the screen. Students will examine critically each other's ideas/stories and move on to outline their script.

*Drew Yanno*

#### **FM 312 World Cinema (Spring: 3)**

**Satisfies Cultural Diversity Core Requirement**

This course provides the opportunity for students to explore films from regions other than Europe and North America. Films of Asia, Africa or the Middle East, will serve as a focus for the course. Special attention is given to the social, economic, cultural, and political contexts from which these films arise, both in the country of origin and in the West.

*Bo Smith*

**FM 380 Latin American Cinema (Spring: 3)**  
**Satisfies Cultural Diversity Core Requirement**

This course will focus on contemporary film of Latin America from the Sixties to the present. It will study diverse issues (political, cultural, literary, social, gender, religious) of several Latin American countries. These films will be shown to stand in strong contrast to the traditional and often stereotypical image of Latin America and Hispanics fabricated by Hollywood.

*John Michalczyk*

**FM 381 Propaganda Film (Spring: 3)**

This course introduces the student to various forms of propaganda usage during the twentieth century, primarily during wartime. Using lectures, film, slides, and outside screenings, it will present in a modified chronological order, the mind set and values of governments in crises periods. On a personal level, the course will offer the student the occasion to see several sides of an issue and help in determining one's own perspective on the situation.

*John Michalczyk*

**FM 382 Documentary Film (Fall: 3)**

The aim of this course is to provide a history of the evolution of the documentary film, as well to develop a critical skill in interpreting documentaries. It will begin with the origins of the documentary in the works of pioneer Robert Flaherty and Russian filmmaker Dziga Vertov, and conclude with socio-political documentaries made for PBS television. There will be some emphasis placed on documentary production for students interested in producing their own works.

*John Michalczyk*

**FM 389 American Directors Series (Spring: 3)**

This series will concentrate on several directors who have chosen to work on the East Coast rather than in the Hollywood mainstream, such as Martin Scorsese, Spike Lee, Sidney Lumet, Elia Kazan and Woody Allen. Many have roots in New York and use the City not only as a setting for their narratives but as a metaphor for the human condition they explore. This school of Urban Realism has enriched American film with a gritty documentary strain that stands in strong contrast to the polished Hollywood style.

*Richard A. Blake, S.J.*

**FM 391 American Film Genres (Fall: 3)**

This course will provide a critical method of analyzing the film genres that were characteristic of the American film from the introduction of sound in the 1920s. It will include such topics as the Screwball Comedy, the Western, the Musical, the Gangster Film, the Film Noir, and the Horror Film.

*Richard Blake, S.J.*

**FM 395 Teaching Assistantship (Fall: 3)**

*John Michalczyk*

**FM 440 Independent Study (Fall/Spring: 3)**

*John Michalczyk*

**FM 471 Introduction to Hispanic Film (Spring: 3)**

**Cross Listed with RL 671**

**This is not a course in film history; It is hands on and requires active participation in class.**

**Course taught in Spanish**

See course description in the Romance Languages and Literatures Department.

**FM 495 Contemporary Asian Cinema (Fall: 3)**

This class investigates recent films from China (mainland, Taiwan, Hong Kong, diaspora), South Korea, Japan, and India. These films will be approached through a variety of critical perspectives, including formalism, auteurism, historicism, and genre theory, Watching art films, mainstream commercial films, and films that fall between these two categories. Asking how these industries have been affected by globalization, their relationship to Hollywood is changing. Films to be shown include: Ang Lee's *Crouching Tiger, Hidden Dragon*, Hayao Miyazake's *Spirited Away*, Wong Kar-Wai's *In the Mood for Love*, Aditya Chopra's *Dilwale Dulhania Le Jayenge*, Park Chan-wook's *Oldboy*, and Quentin Tarantino's *Kill Bill*.

*Christina Klein*

**FM 598 Teaching Assistantship (Spring: 3)**

*Drew J Yanmo*

**Studio Arts**

***Undergraduate Course Offerings***

**Note:** Future course offerings and courses offered on a periodic basis are listed at <http://www.bc.edu/courses/>.

**FS 101 Drawing I: Foundations (Fall/Spring: 3)**

**Satisfies Arts Core Requirement**

**Lab fee required**

The use of line, plane, and volume is explored to develop the student's comprehension of pictorial space and understanding of the formal properties inherent in picture making. Class work, critiques, and discussions will be used to expand the student's preconceived ideas about art. This course incorporates historical components and writing assignments.

*Sheila Gallagher*

*Khalid Kodi*

*Michael Mulhern*

*Mary Sherman*

*John Steczynski*

*Andrew Tavarelli*

**FS 102 Painting I: Foundations (Fall/Spring: 3)**

**Satisfies Arts Core Requirement**

**Lab fee required**

This is an introduction to the materials, methods and vocabulary of painting. The course uses observation and learning to see as the cornerstone for painting, but involves abstraction as well as representation. The emphasis is on making the painting come alive rather than on copying. Students are expected to paint in class as well as at home. Critiques, slide lectures, and museum visits are integral parts of the course. This course incorporates historical components and writing assignments.

*Mary Armstrong*

*Alston Conley*

*Sheila Gallagher*

*Khalid Kodi*

*Mary Sherman*

**FS 103 Drawing: Approaches and Issues (Fall: 3)**

**Lab fee required**

**This is not a Core course.**

Course is intended for Studio Majors, Minors and serious students with previous drawing experience. This course enables students to develop skills and ideas by exploring objective, subjective, and conceptual

approaches to a variety of materials, tools, and methods. Practical exercises include live models, scenarios, memory, imagination. Students develop skills, confidence by exploring a variety of ideas and techniques in preparation for a more individually directed approach in subsequent courses. Discussions, group or individual critiques develop students' critical and analytical skills and provide an open forum for students to bring questions and problems for exploration.

*Michael W. Mulhern*

*John Steczynski*

**FS 105 Principles and Concepts in the Arts (Fall/Spring: 3)**

**Limited to 15 students from the Lynch School of Education only. A foundations level Fine Arts Studio Course designed to introduce student teachers to visual art and its importance in the Elementary School curriculum.**

Art should be at the heart of the young child's learning experience. To enable this to happen, the teacher must have confidence in his/her ability to handle basic art materials and concepts. We begin with basic skills with drawing and painting. As the semester progresses, the emphasis shifts to the elementary school classroom. At this point the students are introduced to art projects, with a strong multicultural, interdisciplinary component, that they can use in their classrooms. These art projects are designed to promote a spirit of inquiry and community.

*Mary Armstrong*

**FS 141-142 Ceramics I and II (Fall/Spring: 3)**

**Lab fee required**

*Prerequisite:* Ceramics 1 for FS 142

This course will deal with all phases of ceramics from slab construction to bowl making and a good deal of effort will go into considering a variety of sculptural possibilities at a foundation level. This course covers the broadest range of ceramic techniques and information. The emphasis in the second semester will be on combining the various techniques and concepts acquired previously into a working order, as well as an exposure to additional technical and conceptual information. Those students starting ceramics in second semester will be given individual assistance in beginning techniques.

*Mark Cooper*

**FS 146 Sculpture Projects (Fall: 3)**

**Lab fee required**

In the last twenty-five years artists have turned to every type of material imaginable in their efforts to produce sculpture and installation. Artists like Anthony Goldsworthy, Janine Antoni, Tony Craig, Jessica Stockholder, and Judy Pfaff have used found materials, telephone wire, chocolate, lard, and piles of rocks to make their art. Other artists like Thomas Schutte and Kiki Smith have recontextualized the traditional approach to figure sculpture. This course will address and develop these approaches through individual projects and research

*Mark Cooper*

**FS 161 Photography I (Fall/Spring: 3)**

**Lab fee required**

This class will introduce students to the use of the 35mm film camera and traditional black and white photography. Particular emphasis is placed on exploring the potential of the photographic image and its related light sensitive materials. Topics to be covered include exposure, film development, printmaking and mounting for exhibition. Class time will be devoted to slide lectures on the work of

historical and contemporary visual artists, critiques of student work, and darkroom demonstrations. Students will have weekly shooting and printing assignments.

*Karl Baden*

*Charles Meyer*

*Sharon Sabin*

**FS 201 Drawing in Another Dimension (Spring: 3)**

**Lab fee required**

Artist's materials such as paper have been used as flat, blank surfaces to be marked or obscured by the use of other media. This course will encourage students to investigate basic properties of a material such as paper, its flexibility and rigidity, its flatness which can easily be transformed into three-dimensionality, its fragility and its durability. Utilizing processes such as collage, origami, laminating, layering, students will explore a wide range of materials and other drawing dimensions. Student pieces are intended to function as independent works or piece of larger conceptual possibilities, such as combines or installations.

*Michael W. Mulhern*

**FS 203 Drawing II: Perspective and Tone (Fall: 3)**

*Prerequisite:* FS 101 or permission of the instructor

**Lab fee required**

A skills course that uses the classical academic drawing tradition as a discipline to integrate intellectual analysis, visual accuracy and manual control through the free-hand rendering of primarily geometric objects. Students are expected to master proportion, foreshortening and volumetric and spatial representation through applied perspective and modeling and shading in a variety of media.

*John Steczynski*

**FS 204 Drawing III: Introduction to the Figure (Spring: 3)**

*Prerequisite:* FS 203 or permission of the instructor

**Lab fee required**

The course is an introduction to drawing the human form. It approaches it in a broad variety of ways, from traditional static ones of proportion and volume, through organic analogies to plants and animals, to the body as a mechanical machine, as dynamic movement, as a part of a spatial continuum. Out of these explorations, the student is expected, in the final weeks, to develop a personal approach to figure drawing.

*John Steczynski*

**FS 223 Painting II (Fall: 3)**

*Prerequisite:* FS 101-102 or permission of the instructor

**Lab fee required**

The course reviews and extends the fundamental and conceptual aspects of painting introduced in Painting I. Assignments are aimed toward encouraging the student to respond to contemporary issues in image making in order to further the development of a more personal vision. We work from complex still lifes to develop strong optical and technical painting skills in addition we will consider the meanings, references and psychological charge that objects may have.

*Andrew Tavarelli*

**FS 224 Painting III (Spring: 3)**

*Prerequisite:* FS 101-102 or permission of the instructor

**Lab fee required**

This course is an introduction to the human body as a form and as a subject for creating paintings. The course will introduce the student to portraiture and full figure painting, using both the student and in class models as the subject. The student will be introduced to a vari-

ety of painting styles and techniques through side presentations and assigned projects. This is an intermediate/advanced level course and the student will be encouraged to focus on personal imagery and style while maintaining a concentration on representational painting.

*Mary Armstrong*

### **FS 225 Watercolor I (Fall: 3)**

#### **Lab fee required**

Students are introduced to the painting materials and techniques of watercolor. Assignments in class are designed to expand the student's visual thinking. Class time includes painting from still life, the figure and landscape, critiques and slide presentations. Previous drawing experience is recommended.

*Andrew Tavarelli*

### **FS 226 Colored Works on Paper (Spring: 3)**

#### **Lab fee required**

This course is an introduction to and exploration of various color media on paper. We will use watercolor, pastel, oil stick, ink, crayon and colored pencils. We will investigate each of these medium's particular characteristics and expressive potential. By working with still life, collage, landscape and the figure, students will have the opportunity to gain experience in seeing, drawing and all aspects of picture making. The link and continuity between abstraction and observation will be stressed.

*Khalid Kodi*

*Andrew Tavarelli*

### **FS 248 Computer Aided Drafting (Fall: 3)**

#### **Cross Listed with CT 248, CO 248**

See course description in the Theater Department.

*Crystal Tiala*

### **FS 267 Experimental Photography (Spring: 3)**

*Prerequisite:* FS 161 or permission of the instructor

#### **Lab fee required**

This will be a one-semester course for those interested in photography as a personally expressive medium. Encouragement will be given to the student artist through non-standard application of photographic principles. Topics available for discussion include Sabettier effect, high contrast, hand-applied color, toning, photogram, multiple printing, and reticulation. Significant work outside class will be expected.

*Karl Baden*

### **FS 276 Art and Digital Technology (Fall/Spring: 3)**

#### **Cross Listed with CO 204**

#### **Lab fee required**

This introductory course will offer students the opportunity to develop their visual imagination and their artistic skills through the use of digital technology. Adobe Photoshop and preliminary work with Illustrator will offer the principles of composition and two-dimensional design. Computer-aided drawing and design, as well as photo imaging, will be an integral part of the course. The various skills of graphic expression learned in the course will have an Internet application.

*Karl Baden*

### **FS 303 Drawing and New Media (Fall: 3)**

*Prerequisites:* Two studio art courses, one of which should be a drawing course, or permission of the instructor

#### **Lab fee required**

Advanced-intermediate level class. Traditional drawing approaches will be transformed by exploring varieties of technical and material

choices available to twenty-first century artists. Emphasis is placed on art making as synthesis of media, subject, concept, where technology is viewed as a means for manifesting individual artistic vision. Projects incorporate hands-on mark-making and introduction to programs Adobe photoshop and Dreamweaver. While surveying possibilities of web art, digital manipulation and printing techniques, students are encouraged to seek non-conventional approaches and tools for artistic problem solving.

*Sheila Gallagher*

### **FS 304 The Figure in Context (Spring: 3)**

*Prerequisites:* Two of the following: FS 101, FS 203, FS 204 or permission of instructor

This drawing course uses the human figure to expand the student's abilities in the direction of more conceptual and more analytical drawing skills. It is only recommended for the student with previous experience drawing the figure. Students will use a variety of media to examine the human form through traditional and non-traditional approaches. Studio work will include finished drawings from observing the model, as well as studies from reproductions of art, memory and imagination. Specific attention is placed on examining the figure through a broad variety of art historical and cultural resources.

*Sheila Gallagher*

### **FS 305 Collage and Mixed Media (Fall: 3)**

*Prerequisites:* At least 2 art courses at the 200 level or above or permission of instructor

#### **Lab fee required**

Through a series of exercises and projects that use a variety of non-traditional materials and alternative techniques (photocopy, transfers, stamping, etc.), students will explore the history and techniques of collage and mixed media assemblage. Emphasis will be placed on developing an understanding of the meaning of materials. Students will have regular exposure to artists, processes, and imagery since 1945.

*Sheila Gallagher*

### **FS 323 Painting IV: Landscape (Fall: 3)**

*Prerequisites:* FS 223 and FS 224

#### **Lab fee required**

Designed for advanced level student who is familiar with the fundamentals of painting, this course will encourage students to strengthen their technical and conceptual skills to achieve an increasingly sophisticated level of mastery. Landscape, still life and photographic source material, students will work to achieve a clear and unique representations of their ideas. Through slide lectures, readings and field trips, students will become acquainted with ideologies and practices important to contemporary artists. Emphasis will be placed on the development of personal imagery.

*Mary Armstrong*

### **FS 324 Painting V: The Figure (Spring: 3)**

*Prerequisites:* FS 223-224 or permission of the instructor

#### **Lab fee required**

Upper level class assumes the student has working knowledge of painting techniques and a growing understanding of contemporary and historical issues. Explores the body as a source for image making and a vehicle for improving technical skills, "seeing" and most importantly, as subject matter for developing personal vision. Although models are available for 2/3 of the studio time, this is not a course in anatomical figure painting. We will explore political, gender issues, for-

mal problems and personal expression with the figure/body as the starting point. Students are expected to work from observation and other means to develop their own interests.

*Andrew Tavarelli*

### **FS 325 Studio/Critical Issues (Spring: 3)**

#### **Requirement for Studio Art minors.**

This course comprises hands on studio work and readings that address contemporary issues in the visual arts. It is an upper level class for those with a serious interest in art making and visual thinking. Students are expected to work in a medium of their choice with which they are familiar. Studio assignments will be developed out of the issues explored in the readings.

*Michael Mulhern*

### **FS 352 Stage Design I (Spring: 3)**

#### **Cross Listed with CT 352**

This course will concentrate on set design for the stage. We will study the evolution of theatre architecture and the development of dramatic forms, various design problems, and research possibilities. This will include some basic work at script analysis from the perspective of a designer. The student will learn the techniques of drafting, rendering, and model-making, skills that then are used to create a culminating final design project.

*Crystal Tiala*

### **FS 361 Photography III (Spring: 3)**

*Prerequisites:* Two of the following courses: FS 161 Photography I, FS 261 Photography II, FS 267 Experimental Photography

#### **Lab fee required**

Advanced production photography course explores documentary qualities and symbolic potential. Course is for students with strong technical background in photography and interest in the medium of visual expression. We investigate interrelationships of subject matter, approach, technical decisions. Building on a firm understanding of exposure, film processing, printing, students are encouraged to experiment with aesthetic and technical solutions to problems including camera formats, scale mixed media, presentation. Lectures and assignments concentrate on traditional and non-traditional photographic-based picture-making and digital technologies. Students are expected to develop their own project ideas and work in series and in group projects.

*Charles A. Meyer*

### **FS 385-386 Independent Work I and II (Fall/Spring: 3)**

*Prerequisite:* Department permission:

Normally students should have exhausted all course work in the area they choose to do independent work.

A course allowing students who possesses sufficient background in a chosen area to progress to a higher level or to investigate a more specialized area than other courses allow. The student works independently, under the direction of a member of the Department. These studies are normally directed by the full time faculty.

*The Department*

### **FS 473 Senior Project II (Spring: 3)**

This course is required of all Studio Art majors. Students must have taken at least four semesters of work relating to their project prior to the senior year. It is directed by a member of the department and evaluated by departmental review.

*Andrew Tavarelli*

### **FS 485-486 Independent Work III and IV (Fall/Spring: 3)**

*Prerequisite:* Department permission:

Normally students should have exhausted all course work in the area they choose to do independent work.

This course allows the student who possesses sufficient background in a chosen area to progress to a higher level or to investigate a more specialized area than other courses allow. The student works independently, under the direction of a member of the Department. These studies are normally directed by the full time faculty.

*The Department*

### **FS 498 Senior Project (Fall/Spring: 3)**

This course is required of all Studio Art majors. Students must have taken at least four semesters of work relating to their project prior to the senior year. It is directed by a member of the Department and evaluated by Departmental review.

*Andrew Tavarelli*

### **FS 598 Teaching Assistantship (Fall: 3)**

*Prerequisite:* Permission of instructor

This course is intended to provide undergraduate students with teaching experience. Students assist a professor in planning and implementing various aspects of a course. Open only to Juniors and Seniors and enrollment is limited to one student per class. Students must produce an independent body of work for this course to count toward a major or minor in Studio Art.

*The Department*

## **Geology and Geophysics**

### **Faculty**

**George D. Brown, Jr.**, *Professor Emeritus*; B.S., St. Joseph's College; M.S., University of Illinois at Urbana; Ph.D., Indiana University

**James W. Skehan, S.J.**, *Professor Emeritus*; A.B., A.M., Boston College; Ph.L., Weston College; A.M., Ph.D., Harvard University; S.T.B., S.T.L., Weston College

**John F. Devane, S.J.**, *Assistant Professor Emeritus*; A.B., M.A., Boston College; Ph.D., Fordham University

**John E. Ebel**, *Professor*; A.B., Harvard University; Ph.D., California Institute of Technology

**J. Christopher Hepburn**, *Professor*; A.B., Colgate University; A.M., Ph.D., Harvard University

**Rudolph Hon**, *Associate Professor*; M.Sc., Charles University; Ph.D., Massachusetts Institute of Technology

**Alan L. Kafka**, *Associate Professor*; Chairperson of the Department; B.A., New York University; M.S., Ph.D., State University of New York at Stony Brook

**Gail C. Kineke**, *Associate Professor*; B.A., Princeton University; M.A., Ph.D., University of Washington

**Noah P. Snyder**, *Assistant Professor*; B.S., Bates College; Ph.D., Massachusetts Institute of Technology

### **Contacts**

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- Director of Graduate Studies: Dr. John E. Ebel, [ebel@bc.edu](mailto:ebel@bc.edu)
- Department Chairperson: Dr. Alan L. Kafka, [kafka@bc.edu](mailto:kafka@bc.edu)
- Website: <http://www.bc.edu/geology/>

## Undergraduate Program Description

An undergraduate in the Department of Geology and Geophysics will develop a major program in one of the Department's four majors: Geology, Geophysics, a combination of Geology and Geophysics, or Environmental Geosciences. Within the constraints discussed below, programs can be individually designed to meet the interests and objectives of each student. Students may wish to major or to have a concentration in the earth sciences for a variety of reasons including: (1) a desire to work professionally in one of the earth sciences, (2) a desire to obtain an earth science foundation preparatory for post-graduate work in environmental studies, resource management, environmental law, or similar fields where such a background would be useful, (3) a desire to teach earth science in secondary schools, or (4) a general interest in the earth sciences.

Geologists, geophysicists, and environmental scientists study the earth's complex systems and the interrelations among the solid earth, the hydrosphere, the biosphere, and the atmosphere. Students trained in the earth sciences can look forward to exciting and rewarding careers, as society will require ever larger amounts of energy and natural resources in the twenty-first century, and at the same time, will face increasing environmental problems and concerns. The Department provides students with the skills and varied background needed to address these problems. Earth scientists are naturally interdisciplinary and use science to solve real-world problems. Today's earth scientist can choose to work in the field in almost any area of the world, or in ultra-modern laboratories equipped with the latest computing equipment, or commonly in some combination of these.

Whether exploring for petroleum thousands of feet below the surface of the ocean, using geophysics to better understand earthquakes for improved city or emergency planning, or working with governmental agencies or industry to analyze pollution, the earth sciences provide exciting possibilities for a rewarding career.

### Department Honors Program

Any major in the department may elect to enroll in the Department Honors Program, provided a satisfactory scholastic average has been maintained (3.3 in the major, 3.2 overall). Application to the program should be made in the spring of the junior year. Each applicant must have a faculty advisor to supervise a proposed research project. Honors will be awarded upon: (1) successful completion of a thesis based on the proposed research project as evaluated by the faculty advisor, and (2) approval of the thesis and the candidate's academic record by the Undergraduate Program Committee.

Students in the department are urged to fulfill at least one of the elective courses in any major program with a project-oriented research course during their senior year. Students may propose substitutes for particular course requirements by a petition, in writing, to the departmental Undergraduate Program Committee.

### Minor in Geology and Geophysics

In addition to the four major programs, a student may choose to minor in the Department. The minor is designed to be flexible and to allow the interested student to explore an area of interest in the earth sciences without the formal commitment of a major. Students interested in declaring a minor in the Department are urged to see Professor Gail Kineke, the Department's Director of Undergraduates Studies, for this program, as early in their undergraduate careers as possible.

A minor in the Department of Geology and Geophysics consists of a minimum of six (6) courses in the department structured as follows:

(A) Two required courses:

- Exploring the Earth I (GE 132) with lab (GE 133)
- Earth Materials (GE 220) and lab (GE 221)

(B) Two additional departmental courses numbered 100 or higher

(C) One additional departmental course numbered 200 or higher

(D) One additional departmental course numbered 300 or higher

With the exception of GE 132 and GE 220, which are required for all minors, a higher numbered course can be substituted for a lower-level course. Each student's minor program must be approved in advance by a faculty advisor in the Department of Geology and Geophysics. Students should be aware that many upper-level courses have prerequisites in geology, mathematics, physics, or chemistry. Consult the Boston College Catalog or a departmental advisor, and keep in mind that these prerequisites must be considered in designing a specific minor program.

The minor program allows students flexibility in their choice of courses. Minor programs can be designed to emphasize specific areas of concentration within the broad range of subjects in geology and geophysics.

### Major Requirements: Environmental Geosciences

This program serves as an excellent major for students who wish to concentrate in the sciences, but who may not be looking toward professional careers as scientists, as well as for students planning graduate work in environmental studies.

Students concentrating in Environmental Geosciences should work out their programs closely with a departmental advisor to insure both breadth and depth in this subject area. Students in this major must complete the following course requirements: A total of ten courses in the Department of Geology and Geophysics, no more than four of which may be at the 100-level. These courses must include:

(A) Each of the following four courses:

- Environmental Geosciences I (GE 167)
- Exploring the Earth I (GE 132-133)
- Earth Materials with laboratory (GE 220-221)
- Environmental Geology with laboratory (GE 250-251)

GE 180 or GE 197 plus laboratory (GE 133) may substitute for GE 132-133 upon petition to, and approval by, the departmental Undergraduate Program Committee.

(B) Two courses from among the following:

- Exploring the Earth II (GE 134)
- Oceanography I (GE 157)
- Rivers and the Environment (GE 170)
- Environmental Geosciences II (GE 168)
- Weather, Climate, and Environment (GE 172)
- Geoscience and Public Policy (GE 187)
- Stratigraphy and Sedimentation (GE 264)

(C) At least two courses from among the following:

- Environmental Hydrology (GE 297)
- Geochemistry (GE 302)
- Petrology I (GE 372)
- Petrology II (GE 374)
- Environmental Oceanography (GE 380)
- Statistical Analysis of Scientific Data (GE 398)
- Watershed Geomorphology (GE 400)
- Site Characterization, Remediation, and Long Term Monitoring for Hazardous Waste Sites (GE 410)

- Geographical Information Systems (GIS) (GE 480)
- Coastal Processes (GE 535)

(D) These electives may include courses in the department numbered 300 or above to be chosen by the student with his or her advisor, or they may include courses from outside the department, approved by the departmental Undergraduate Program Committee, such as the following:

- Environmental Biology (BI 209)
- Coastal Field Ecology (BI 443)
- Environmental Economics (EC 378)
- Environmental Law (PO 307)

(E) A full year (two semesters) of another laboratory science in chemistry, physics, or biology from among the following: Chemistry (CH 109-110 with laboratory CH 111-112) or (CH 117-118 with laboratory CH 119-120); Physics (PH 183-184 with laboratory PH 101-102) or (PH 209-210 with laboratory PH 203-204) or (PH 211-212 with laboratory PH 203-204); or Biology (BI 200-202 with laboratory BI 210-211).

Students are encouraged to take additional courses in mathematics (particularly calculus), chemistry, physics, and biology. Therefore, one semester of a laboratory science in addition to (E) above, or Calculus (MT 101 or MT 103), may be counted as one of the electives in (D) above. Other courses in the University pertinent to the Environmental Geosciences major may be substituted for the above requirements upon petition to, and approval by, the departmental Undergraduate Program Committee.

#### Information for First Year Environmental Geoscience Majors and Non-Majors

For those students who would like to explore the major in Environmental Geosciences, it is suggested that Environmental Geosciences I (GE 167) be taken during the first year and that Exploring the Earth I (GE 132) be taken during the second year. Environmental Geosciences I and II will satisfy the Core requirement in Natural Sciences.

For example, Environmental Geosciences majors should take the following courses:

Environmental Geosciences I: Resources and Pollution (GE 167), fall semester, first year. Exploring the Earth I (GE 132), may be taken either freshmen or sophomore year. The laboratory science requirement (E above) may be taken in either freshman or sophomore year.

#### Major Requirements: Geology

Students majoring in Geology need to complete the following courses, with a total of ten (10) courses in the department:

(A) Students majoring in Geology must take the following seven (7) courses:

- Exploring the Earth I and II (GE 132-134) with laboratories (GE 133-135)
- Earth Materials (GE 220)
- Stratigraphy and Sedimentation (GE 264)
- Petrology I and II (GE 372 and GE 374)
- Structural Geology I (GE 285)

(B) At least three (3) additional electives (with a minimum of two numbered 300 or above) in the department to bring the total number of departmental courses to ten (10).

(C) Also required is a minimum of:

- Two semesters of Calculus (MT 102 and MT 103) or their near equivalent (MT 100, MT 101)

- Two semesters of Physics using Calculus (PH 209-210 or PH 211-212)
- Two semesters of Chemistry with laboratory (CH 109-110 or CH 117-118)

(D) The department strongly advises that mathematics courses beyond MT 103 be taken such as those required for the Geology-Geophysics major listed below. Also recommended is a geology summer field course for anyone planning a professional career in geology. Credit from a summer field course may be used for one of the 300-level department electives upon written approval of the departmental Undergraduate Program Committee prior to taking the field course.

Elective courses both within and outside the department should be determined by the student and his or her advisor. Alternatives to this program may be substituted upon petition to and approval by the departmental Undergraduate Program Committee.

#### Information for First Year Geology Majors

The following courses are recommended for first year majors, if their schedules permit:

- Exploring the Earth I and II with laboratories (GE 132 and GE 134)
- General Chemistry with laboratories (CH 109-110 or CH 117-118)
- Calculus (MT 102-103)

#### Major Requirements: Geophysics

Students majoring in Geophysics need to fulfill the following course requirements:

(A) Students must take the following four (4) courses:

- Exploring the Earth I and II with laboratories (GE 132 and GE 134)
- Earth Materials (GE 220)
- Structural Geology I (GE 285)

(B) Four (4) courses from the following list, with at least two (2) in Geophysics\*:

- Petrology I (GE 372)
- Petrology II (GE 374)
- Structural Geology II (GE 385)
- Introduction to Geophysics (GE 391)
- Hydrogeology (GE 418)
- Environmental Geophysics (GE 424)
- Exploration Seismology (GE 655)
- Engineering Geology (GE 470)
- Geophysical Data Processing (GE 572)
- Physics of the Earth (GE 672)

\* A geology or geophysics summer field camp may be substituted for one of the courses in (B) above.

(C) Two (2) additional electives approved in advance by the student's advisor.

- These two (2) courses may be in departmental courses numbered 400 or above, or in advanced courses in physics or mathematics beyond those required below.
- This requirement may be fulfilled by a combination of courses, such as one (1) advanced departmental course and one (1) advanced physics course.

In addition to the required courses listed above, the outside science requirements for the Geophysics major are as follows:

- One year of Chemistry with laboratory (CH 109-110 or

CH 117-118)

- Calculus through MT 305 (usually MT 102, 103, 202 and 305)
- Introduction to Physics with Calculus (PH 209-210 or PH 211-212)

Courses in computer science and additional electives in geology are recommended in the elective program. Elective courses both within and outside the department should be determined by the student and his or her advisor. Alternatives to this program may be substituted upon petition to and approval by the departmental Undergraduate Program Committee.

#### **Information for First Year Geophysics Majors**

The following courses are recommended for First Year Geophysics majors, if their schedules permit: Exploring the Earth I and II (GE 132 and GE 134) with labs, General Chemistry (CH 109-110 or CH 117-118) with labs, and Calculus (MT 102-103).

#### **Major Requirements: Geology-Geophysics**

This major combines elements of both the Geology and the Geophysics programs and is considered excellent preparation for those working toward graduate school or employment in industry following graduation with a B.S. degree.

(A) Students majoring in Geology-Geophysics will meet the following course requirements:

- Exploring the Earth I and II (GE 132 and GE 134) with laboratories
- Earth Materials (GE 220 with GE 221)
- Stratigraphy and Sedimentation (GE 264)
- Structural Geology I (GE 285)
- Hydrogeology (GE 418)
- Environmental Geophysics (GE 424)

(B) Three (3) courses from the following list, with at least one in geophysics, approved by the student's advisor:

- Petrology I (GE 372)
- Petrology II (GE 374)
- Structural Geology II (GE 385)
- Introduction to Geophysics (GE 391)
- Statistical Analysis of Scientific Data (GE 398)
- Watershed Geomorphology (GE 400)
- Engineering Geology (GE 470)
- Geographical Information Systems GIS (GE 480)
- Marine Geology (GE 530)
- Coastal Processes (GE 535)
- Geophysical Data Processing (GE 572)
- Exploration Seismology (GE 655)
- Physics of the Earth (GE 672)

(C) Each of the following:

- Two semesters of Chemistry with laboratories (CH 109-110 or CH 117-118)
- Calculus through MT 305 (usually MT 102, 103, 202, and 305)
- Introduction to Physics with Calculus (PH 209-210 or 211-212)

Courses in computer science and a summer field geology course are highly recommended in the elective program, as is a senior year research project.

Students should plan their program in consultation with his or her advisor. Alternatives to this program may be substituted upon petition to and approval by the departmental Undergraduate Program Committee.

#### **Information for First Year Geology-Geophysics Majors**

The following courses are recommended for First Year Geology-Geophysics majors if their schedules permit: Exploring the Earth I and II (GE 132 and GE 134) with laboratories, General Chemistry (CH 109-110) with laboratories, Calculus (MT 102-103)

#### **Fulfilling the Core Requirements**

Core courses in the department are designed to give non-science majors an introduction to various aspects of the earth's history and dynamics. The course offerings include a wide variety of subjects and approaches that reflect the breadth of the earth sciences. This variability provides maximum freedom of choice for introductory students. All courses presume no prior knowledge of the science and all fulfill the Natural Science Core requirement. They are designed to acquaint students with some exciting aspect of the world we live in while providing a background in the methods of analysis and reasoning common to all science. GE 125, 132, 134, 180 and 197 are courses that provide insight into the wide scope of geological subjects; the other Core offerings cover more specific sub-fields, such as Oceanography, Planetary Geology, Astronomy, Evolution, etc. Students wishing to find out more about Geology and Geophysics Core courses should call the department at 617-552-3640 (Devlin Hall 213) or see Professor Gail Kineke (Devlin Hall 322).

#### **Information for Study Abroad**

Our Department strongly encourages students to take advantage of study abroad opportunities and programs. An Earth Scientist can never see too much of our planet or too many rocks. Since the Department has four majors, the prerequisites for study abroad vary with each individual major. Depending upon the student's study plan and the courses available at the foreign school, the Department can be quite flexible. Most importantly, students should work out their program well in advance (a year ahead is not too early) with a departmental advisor or the Undergraduate Program Committee.

There are no departmental prerequisites for studying abroad. However, students should try to complete the basic courses for their major before travelling abroad so that they may take full advantage of their foreign experience and are able to take courses abroad that they do not have the opportunity to take at Boston College. In general, students in any of our majors should complete GE 132, GE 220, and a year of Chemistry, Physics or Biology before they go abroad. Environmental Geoscience majors should also have taken GE 167, and Geology, Geophysics or Geology/Geophysics majors should have completed a year of calculus.

There is no limit on the number of courses that can be approved toward the major as long as the courses are approved in advance by the departmental Undergraduate Program Committee, the Foreign Study Advisor (Prof. J. Christopher Hepburn) or the Department Chairperson. Whether courses from foreign institutions will be counted toward the major depends entirely upon the school they are attending and the offerings at that particular university. Courses taken abroad are generally applied toward major elective credit.

The Department believes strongly that an abroad program is very worthwhile, exposing students to not only other cultures, but other

physical environments and geological situations. The Department will try to be as flexible as possible to allow students the opportunity to study abroad. Based upon prior student experience, the Department particularly recommends programs in Ecuador and Australia. Students should contact Professors Hepburn or Kineke to plan their semester or year abroad.

### *Graduate Program Description*

#### **Master of Science**

The Department offers graduate courses and research programs leading to the M.S. degree in Geology or Geophysics. Students are encouraged to obtain broad backgrounds by taking courses in geology, geophysics, and environmental areas and the other sciences and mathematics. Multidisciplinary preparation is particularly useful for students seeking future employment in industry.

The Department, with approximately twenty-five graduate students in residence, is housed in Devlin Hall and has additional research facilities at Weston Observatory. Students enjoy close working relationships with faculty while being able to undertake research using the most modern scientific equipment available. The program stresses a strong background in the earth sciences, as well as the ability to carry out research. It prepares students for successful careers as geoscientists in industry, oil exploration or government service, or continued studies toward a Ph.D. A particularly beneficial aspect of the M.S. program is the opportunity for students to integrate studies in geology, geophysics, and environmental subjects.

Research in the department covers a broad range of topics, including: coastal and estuarine processes, physical sedimentation, earthquake and exploration seismology, geomorphology, structural geology, igneous and metamorphic petrology and geochemistry, global change geochemistry, interpretative tectonics, groundwater hydrology, and environmental geology and geophysics.

The Department offers a number of Teaching and Research Assistantships.

#### **Application**

Applicants to the Master of Science degree program generally fall into one of the following categories: (1) students well-prepared in geology or geophysics with courses in mathematics, physics, chemistry, and/or biology who are interested in broadening their experience at the M.S. degree level before employment or doctoral studies elsewhere; (2) students well-prepared in mathematics or one of the natural sciences other than geology or geophysics and who wish to use the M.S. degree program to transfer into the earth sciences.

In addition to the normal application forms, applicants should submit transcripts, letters of recommendation, a personal evaluation of the strengths and weaknesses of their undergraduate education (including course and non-course experience), and their graduate study interests and current post-degree plans. Graduate Record Exam (general) scores are required, and we strongly encourage a subject GRE in the applicant's undergraduate area of concentration. Applications may be made at any time, however, to be assured of consideration for September admission, they must be received by May 1. Applications from those applying for financial aid and assistantships for September need to be completed by February 1. Later applications will be considered for financial aid if funding is available.

#### **M.S. Degree Requirements**

No fixed curriculum is prescribed for the M.S. degree. Instead, a course and research program that is consistent with the student's background and professional objectives are developed by the student and his or her faculty advisory committee. The graduate program assumes a basic undergraduate foundation in the geosciences. Students lacking such a background may be required to complete certain subjects at the undergraduate level before or during their graduate program. Master's candidates in either Geology or Geophysics must complete or have completed two-semester (or equivalent) courses in calculus, physics, and chemistry.

A minimum of ten courses (numbered 300 or above), approved by the student's faculty advisory committee, must be completed in addition to a research thesis for graduation. Graduate level multidisciplinary Earth Systems Seminars are offered annually by the Department on different topics. Beginning graduate students are required to take the Earth Systems Seminar. A maximum of two thesis courses (GE 801) are allowed for M.S. thesis credit. Normally, no more than one Reading and Research course (GE 798 or GE 799) may be applied toward the minimum course requirement. All students are required to maintain at least a 3.0 average in Departmental courses, as well as in all undergraduate courses (0-299) in the other sciences and mathematics. Passing a comprehensive oral examination is required of each student. Three copies of the thesis are required upon completion of the research: two unbound copies are presented to the Graduate School of Arts and Sciences and one bound copy to the Department.

#### **Dual Degree Program (M.S.-M.B.A.)**

In conjunction with the Carroll Graduate School of Management at Boston College, the Department of Geology and Geophysics offers interested students the opportunity to participate in the combined M.S.-M.B.A. degree program. Completion of this program leads to the awarding of both degrees. This program is excellent preparation for careers in industrial or financial geoscience management, including areas such as the environmental and petroleum industries, natural hazard assessment, and natural resource evaluation and investment.

The combined M.S.-M.B.A. program normally takes three years for students with a good science background as an undergraduate—about one year less than pursuing these two degrees independently. Students in this program commonly take their first year entirely within the Department of Geology and Geophysics. During the first summer, the student is expected to begin work on a research M.S. thesis that may be combined with an off-campus internship. The second year of the program is taken at the Carroll Graduate School of Management and the third year is split between both programs. Corporate internships are encouraged.

In applying to the program, students have two options. The first and most desirable option is for the student to apply directly to, and be accepted by, both the Graduate School of Arts and Sciences and the Carroll Graduate School of Management at the time of their initial application to Boston College. The GRE is required and GMAT tests may be requested. Students may contact the Department of Geology and Geophysics for information and application materials to both programs (please indicate you are interested in the Dual Degree Program). The deadline for admission to the Department of Geology and

Geophysics is February 1, the same as the deadline for M.S. candidates. The deadline for application to the Carroll Graduate School of Management is April 1.

The second option is for students to apply and be accepted to the M.S. program in Geology and Geophysics. During the spring of their first year, after consultation with their academic advisor, the student may then choose to apply to the Carroll Graduate School of Management for admission into the dual degree M.S.-M.B.A. program.

Further information on this program and application materials may be obtained from Professor John E. Ebel, Director of Graduate Studies, Department of Geology and Geophysics, Devlin Hall 213, Boston College, Chestnut Hill, MA 02467, 617-552-3640, ebel@bc.edu or from Graduate Admissions, Carroll Graduate School of Management, Boston College, Chestnut Hill, MA 02467, 617-552-3920.

### **Master of Science in Teaching**

The Master of Science in Teaching (M.S.T.) program is administered through the Lynch School of Education in cooperation with the Department of Geology and Geophysics. It requires admission to both the Lynch School of Education and the Department of Geology and Geophysics. This program, which is designed for prospective teachers, acknowledges variations in prior background and skills. For those candidates without prior teaching experience, a thirty-six credit minimum M.S.T. degree program is required, in which at least five courses are in earth sciences, five courses in education, and six credits are for supervised internship teaching. For experienced teachers, a thirty credit minimum M.S.T. degree program is required (since the internship is not necessary) of which at least five courses are in the earth sciences. The application procedures for the M.S.T. degree programs are the same as those for the M.S. degree program. Students seeking certification in Massachusetts are required to pass the Massachusetts Educators Certification Test. For further information on the M.S.T., please refer to Master's Programs in Secondary Teaching section in the Lynch School of Education or call the Office of Graduate Admissions, Lynch School of Education, at 617-552-4214.

### **M.S.T. Degree Requirements**

The five required courses in the earth sciences must be chosen from among the following: two courses from Exploring the Earth I and II or Structural Geology I, and one course from each of the following groups: (1) Earth Materials, Mineralogy, or Petrology; (2) Weather, Climate, Environment, Oceanography, or Astronomy; and (3) Petrology, Structural Geology I or II, Environmental Geology, Environmental Chemistry, or Introduction to Geophysics. Students who have previously taken these courses may substitute other graduate courses within the Geology and Geophysics Department with approval. One semester of full-time residency may be necessary. A comprehensive examination is given to each student at the end of the program. This examination is in two parts: one part is oral in the earth sciences, and the other part is given by the Lynch School of Education.

### **Cooperative Program**

The department is part of a cooperative program with the Department of Earth Sciences at nearby Boston University, as well as the Civil Engineering Department at Tufts University. This program permits degree candidates at Boston College to enroll in courses that are unavailable at Boston College, but are available at Boston University or Tufts. A list of courses is available in the Department.

### **Weston Observatory**

Weston Observatory, formerly Weston College Seismic Station (1928-1949), is part of the Department of Geology and Geophysics of Boston College. Located ten miles from the main campus, the Observatory is an interdisciplinary research facility of the Department, and a center for research in the fields of geophysics, geology, and related fields. Weston Observatory was one of the first participating facilities in the Worldwide Standardized Seismograph Network and operates a twelve-station regional seismic network that records data on earthquakes in the northeast, as well as distant earthquakes. The facilities at Weston Observatory offer students a unique opportunity to work on exciting projects with modern, sophisticated, scientific research equipment in a number of different areas of scientific and environmental interest. For more information, visit the Weston Observatory website at <http://www.bc.edu/westonobservatory/>.

### **Undergraduate Course Offerings**

**Note:** Future course offerings and courses offered on a periodic basis are listed at <http://www.bc.edu/courses/>.

#### **GE 125 Exploring Earth History (Spring: 3)**

*Corequisite:* GE 126

**Satisfies Natural Science Core Requirement**

The Earth is not finished, but is now being and will forever be remade," C.R. Van Hise (1898), The objective of this course is to describe the history of the Earth and the development of life on Earth during the last 4.6 billion years, especially within North America. Major biological and physical events will be revealed by interpretation of the rock record. Two hours of lecture per week. Field trips to New York and Cape Cod/Plum Island. Two hours lab explores rocks, fossils, and major stratigraphic techniques.

*Kenneth G. Galli*

#### **GE 132 Exploring the Earth I: Origin and Systems (Fall: 3)**

*Corequisite:* GE 133

**Satisfies Natural Science Core Requirement**

The Earth is a dynamic planet, one that our species is clearly changing. A great challenge of the twenty-first century will be to maintain the Earth's ability to support the ever-growing human population. To do this, an understanding of the Earth and its systems is necessary. This course discusses the origin and materials of the Earth and the geological processes by which it has evolved. This course is designed as a first course for majors and minors in the Department of Geology and Geophysics and minors in Environmental Studies, as well as core students interested in exploring earth processes.

*J. Christopher Hepburn*

*Noah Snyder*

#### **GE 134 Exploring the Earth II: Structure and Internal Processes (Spring: 4)**

*Corequisite:* GE 135

**Satisfies Natural Science Core Requirement**

**May be taken without GE 132**

In this course, we will explore the structure and internal processes of Planet Earth. The course is designed for majors and minors in the Department of Geology and Geophysics, as well as for other science majors or for anyone interested in a thorough coverage of topics in the geological sciences. Topics include the following: seismology and the

earth's interior, the earth's magnetic field, the earth's gravitational field, earthquakes, and plate tectonics. A laboratory (GE 135) gives students hands-on experience with the concepts covered in the course.

*The Department*

**GE 146 Origin and Evolution of Life on Earth (Fall: 4)**

*Corequisite:* GE 147

**Satisfies Natural Science Core Requirement**

**The course makes extensive use of the Internet as a learning resource.**

This course explores current theories about the origins of life, beginning with the original hypothesis of the Russian biochemist, A.I. Oparin. Darwin's theory of evolution is emphasized, but many different components of the Natural Sciences touch upon this topic. The course lectures include the study of the oldest fossils, life in extreme habitats, cellular biology, prebiotic molecules and the search for life on other planets. The lab/discussion section (GE 147) emphasizes both basic paleontology and environmental evolution including the study of fossils as a record of how life has evolved on Earth.

*Paul K. Strother*

**GE 148 Dinosaurs: An Exploration of Pre-historic Earth (Fall: 3)**

**Satisfies Natural Science Core Requirement**

The course will deal with our understanding of how dinosaurs fit into the world. Although we will spend time discussing different cultural perspectives on dinosaurs and the roles they've played in both social and scientific thought, the main emphasis will be on how we know what we know about dinosaurs. We will examine how different fields of study have increased our knowledge about how dinosaurs lived and we will spend some time every day learning how to interpret the information preserved in fossils. Students will have opportunities to handle and work with actual dinosaur fossils.

*David A. Krauss*

**GE 150 Astronomy (Fall: 3)**

**Satisfies Natural Science Core Requirement**

Astronomical observations and theories date back to before the beginning of recorded history. The development of astronomy is closely tied to the growth of physics, mathematics, philosophy and theology. This survey course covers many of the exciting recent advances in astronomy. Emphasis is on large-scale concepts and on how we know what we know about our universe, stars, and to some extent, planets and other bodies of our solar system.

*The Department*

**GE 157 Oceanography (Fall: 4)**

*Corequisite:* GE 158

**Satisfies Natural Science Core Requirement**

This course is an investigation of the world's ocean as an integrated system driven by geological, chemical, physical and biological processes. Topics include: origin and evolution of the ocean basins, nature of the sea bottom, characteristics of ocean water, and causes and effects of ocean currents and circulation. An understanding of the ocean's role in the health and evolution of the planet is stressed with special emphasis on coastal areas and the animal and plant life in the sea. Three hours of lecture and one two-hour laboratory each week.

*Gail C. Kineke*

**GE 167 Environmental Geosciences I: Resources and Pollution (Fall/Spring: 3)**

**Satisfies Natural Science Core Requirement**

Technology and population growth are causing us to alter our planet at rates much faster than the geologic time it commonly needs to recover from our use and abuse. We will explore areas in which the human species is affecting the Earth's long-term physical-chemical system by consuming and polluting its vital resources. The focus will be on geological issues critical to planning for a sustainable future. Topics, geared for the non-science major, include: population, future water supplies, urban/industrial pollution, acid rain, ozone depletion, and meeting our energy needs. Three 50-minute multimedia-enhanced lectures per/week.

*Judith Hepburn*

**GE 168 Environmental Geosciences II: Earth Processes and Risk (Spring: 3)**

**Satisfies Natural Science Core Requirement**

**This course may be taken independently of GE 167.**

This course deals with the Earth's natural processes that make our planet at times a dangerous place for its human inhabitants. Subject matter will include volcanoes, earthquakes, river and coastal flooding, landslides, violent cyclonic storms, climate changes ranging from Ice Age cooling to Global Warming, large extraterrestrial bodies that have on rare occasions smashed into Earth, causing major extinctions of ancient life. A major focus will be on assessing the risks of living on a dangerous planet, and what we can do about making us safer through such means as early warning systems, construction practices, risk analysis, and public awareness.

*Judith Hepburn*

**GE 170 Rivers and the Environment (Spring: 3)**

Scientific understanding of rivers is vital to address many of today's environmental challenges. Rivers transport and distribute water, sediment, nutrients and contaminants throughout the landscape. They provide habitat and migration pathways for countless aquatic species. Rivers supply fresh water, power generation and recreational opportunities to much of the world's human populations. We will learn about the geological, hydrological and biological processes that are important to rivers and watersheds, and how knowledge of these processes aids our ability to manage, protect and restore these systems.

*Noah Snyder*

**GE 172 Weather, Climate and the Environment (Fall: 4)**

*Corequisite:* GE 173

**Satisfies Natural Science Core Requirement**

The earth's atmosphere is a dynamic system, causing weather changes daily, seasonal variations on an annual basis, and climate changes on time scales from centuries to millennia and even longer. This course examines the earth's weather system at all these time scales. The latest methods in local weather forecasting are explored from the point of view of computer models and internet web site. The effects of ocean temperatures, El Niño, the extent of the earth's ice caps, and volcanic eruptions on the long-term weather patterns are described, and man-made environmental effects such as the greenhouse effect and ozone holes are explored.

*John E. Ebel*

## GE 177 Cosmos (Spring: 3)

**Satisfies Natural Science Core Requirement**

We are in the process of exploring the solar system, our galaxy and the universe. The results from recent manned and unmanned space programs will be used to help develop models for the formation and evolution of our solar system and each of its planets. We will effectively build the solar system from scratch. The question of life on other planets, particularly Mars, will also be discussed. Throughout the course, the fundamentals of how science works will be emphasized. Open to all students. No previous knowledge of science or mathematics required.

*J. Christopher Hepburn*

## GE 180 The Living Earth I: Probing the Depths of Our Restless Planet (Fall: 3)

*Corequisite:* GE 181

**Satisfies Natural Science Core Requirement**

Course is designed to introduce the non-science student to a variety of topics in the geosciences. The nature of scientific inquiry is examined, with emphasis on ancient processes that formed the oceans and continents, on present-day processes that cause earthquakes and volcanos, and on how the earth compares with other planets in the solar system. Topics include the age of the earth, minerals, rocks, properties of the earth's interior, geologic processes, earthquakes, volcanoes, plate tectonics, and the solar system. Two one-hour lectures and one two-hour laboratory per week. Second semester may be taken without the first semester.

*Alan Kafka*

## GE 182 The Living Earth II: From Outer Space to Life on Earth (Spring: 3)

*Corequisite:* GE 183

**Satisfies Natural Science Core Requirement**

This course may be taken independently of of GE 180.

This is the second semester of GE 180.

*Michael Barnett*

## GE 187 Geoscience and Public Policy (Spring: 3)

**Satisfies Natural Science Core Requirement**

In this course, we will explore case studies that demonstrate the role of the earth sciences in addressing problems of public policy. For each case study, students will be introduced to the underlying scientific concepts relevant to the problem being addressed. After this scientific foundation is developed, we will discuss how it needs to be considered as part of the process of making policy decisions. The course will also introduce students to how scientists and public policy makers apply the concepts of probability and statistics in the decision making process.

*Alan Kafka*

## GE 192 Earth Under Siege (Fall: 3)

*Prerequisite:* High school chemistry

**Satisfies Natural Science Core Requirement**

The course offers an introduction to the understanding of the atmosphere that surrounds us and the human activities that are affecting it. The fundamental concepts of the nature and scope of atmospheric environmental problems are introduced, including the behavior of common gases, simple chemical processes in the environment, and the properties of light and heat. Key pollution issues are addressed in terms of their local, regional, and global implications. Physical and chemical principles are placed in the perspective of real world events, and everyday experiences are used to illustrate some of these principles.

*Rudolph Hon*

## GE 197 The Dynamic Earth (Spring: 3)

**Satisfies Natural Science Core Requirement**

This course explores the geological dynamics of the Earth and its surface and subsurface processes. These processes produce short-term changes such as landslides and fault displacements and long-term processes that move the tectonic plates. Over billions of years these processes have made Earth as we know it. They have produced the natural resources that we now exploit but they have also presented us with hazards. Understanding the processes of Earth is important to our long-term inhabitation of the planet.

*David Krauss*

## GE 596 Reading and Research in Environmental Geology (Fall/Spring: 3)

**Permission of a faculty member is required in advance of enrollment.**

For undergraduates wishing to pursue independent study in the area of environmental geology under the direction of a faculty member. Study can be in an area of knowledgeable interest or on a particular problem. The possibility exists to work with actual problems in Massachusetts using data from state agencies. This course is also intended for undergraduate students working on departmental theses.

*The Department*

## GE 597 Reading and Research in Geology (Fall/Spring: 3)

**Permission of a faculty member is required in advance of enrollment.**

For undergraduates wishing to pursue independent study in the area of geology under the direction of a faculty member. Study can be in an area of knowledgeable interest or on a particular problem. This course is also intended for undergraduate students working on Departmental theses.

*The Department*

## GE 598 Reading and Research in Geophysics (Fall/Spring: 3)

**Permission of a faculty member is required in advance of enrollment.**

For undergraduates wishing to pursue independent study in the area of geophysics under the direction of a faculty member. Study can be in an area of knowledgeable interest or on a particular problem. This course is also intended for undergraduate students working on Departmental theses.

*The Department*

## GE 599 Advanced Independent Research (Fall/Spring: 6)

Independent Study in Geology, Geophysics, or the Environmental Geosciences under the direction of a faculty member for undergraduate students qualifying for the University's Scholar of the College Program.

*The Department*

## Undergraduate and Graduate Course Offerings

### GE 220 Earth Materials (Fall: 4)

*Prerequisite:* GE 132, or equivalent

*Corequisite:* GE 221

Designed to acquaint majors and minors in the Department or in the Environmental Sciences minor with the basic materials present in the Earth and on the Earth's surface. The common rock-forming silicate minerals are discussed first. Then igneous, sedimentary and metamorphic processes are investigated to develop the classifications of these groups of rocks. Laboratory (GE 221), where students get hands-on experience classifying the various rocks and minerals, is required.

*J. Christopher Hepburn*

**GE 250 Environmental Geology: Environmental Characterization and Assessment—Regulatory and Statutory Approach (Spring: 4)***Prerequisites:* GE 132-133, or equivalent*Corequisite:* GE 251

The course focus is on quality of ground and surface waters within the watershed boundaries. Concepts of chemical aqueous equilibria, chemical weathering, changing chemical and mineralogical composition inside the watershed systems will be introduced and discussed. Contaminations of natural waters will be assessed in the context of toxicity and risk, regulatory requirements and statutory limits. Practical field and laboratory exercises will introduce methods for environmental characterizations and protection of water resources. Laboratory exercises (GE 251) will follow an established protocol of field investigation, drilling, surveying, material characterization, computer applications and technical report preparation.

*The Department***GE 330 Paleontology (Fall: 4)***Prerequisite:* One year of introductory geology, or one year of introductory biology, or permission of the instructor*Corequisite:* GE 331

Methods in paleontology will be considered. We will look at some practical applications of paleontology in science and industry. The history and evolution of life on Earth will be the primary theme. This course will concentrate on fossil animals, but will also consider plants and environmental analyses. The study of invertebrates will occupy a large portion of the course. A significant amount of time will be spent discussing the evolution of dinosaurs, birds, and other vertebrates. The goal of this course is to give students a better understanding of modern environmental systems through the study of the fossil record.

*David Krauss***GE 372 Petrology I (Fall: 4)***Prerequisites:* First year chemistry, GE 132, GE 220, or equivalent*Corequisite:* GE 373

This course has two parts: The first part is a review of rock forming minerals, and an introduction to crystal chemistry and crystallography. The second part of the course covers the basic principles of polarized light microscopy (PLM) and its application to mineral identification using a polarizing light microscope. Students will learn the techniques of the polarizing microscopy to identify minerals in thin sections.

*Rudolph Hon***GE 400 Watershed Geomorphology (Spring: 4)***Prerequisites:* GE 132, PH 209 (or equivalent)*Corequisites:* GE 401 (Watershed Geomorphology Lab)

This course focuses on the physical processes that shape the landscape. Understanding the flow of water, sediment, nutrients, and contaminants throughout watersheds is vital to earth scientists and land managers. In this course, emphasis is placed on interactions of geomorphic processes with external factors such as land use, climate change, and tectonics. Topics include: sediment creation by chemical and physical weathering; hill slope hydrology and transport; mass-wasting processes; stream erosion, transport and deposition; and glacial landform development. The course will include one or two fieldtrips.

*Noah Snyder***GE 410 Site Characterization, Remediation, and Long Term Monitoring for Hazardous Waste Sites (Spring: 3)***Prerequisite:* GE 132, or equivalent, or permission of instructor

A survey of techniques available for environmental assessment of contaminated sites will be presented. The characterization of contaminated sites will be defined and quantified. The remediation techniques used for cleaning-up contaminated soils and bedrock will be discussed. Technologies currently used for remediation will be evaluated. In many cases, valid techniques for clean-up exist but are cost prohibitive. Long term monitoring of remediated sites and criteria for assessing the completeness of remediation will be presented.

*Randolph Martin, III***GE 418 Hydrogeology (Spring: 4)***Corequisite:* GE 419

This is an introductory course in groundwater hydrogeology for advanced undergraduate and beginning graduate students. The course covers the following topics: the hydrologic cycle, porosity, permeability and hydraulic conductivity of geologic materials, principles of groundwater flow, well hydraulics and aquifer testing, geologic control on groundwater flow, an introduction to contaminant hydrogeology and field methods of site characterization. GE 419 is the laboratory/discussion group component of this course.

*Alfredo Urzua***GE 424 Environmental Geophysics (Fall: 4)***Prerequisites:* MT 102-103, PH 209-210, or PH 211-212, or permission of instructor*Corequisite:* GE 425

This is an applied course in geophysical exploration. The emphasis is on the methods that are used in environmental site assessments and geotechnical engineering work. The principles and methods studied are also applicable to petroleum and mineral exploration. The methods covered include: resistivity, induced polarization, electromagnetics, magnetics, gravity, self potentials and ground penetrating radar. In this course students will participate in a geophysical investigation (GE 425). Lectures will be given on field methodology, instrumentation, theory, and interpretation.

*John E. Ebel***GE 480 Applications of GIS (Geographical Information Systems) (Spring: 4)***Corequisite:* GE 481

The course covers fundamental concepts and practical applications of GIS in the geosciences, environmental sciences, land use, and other related fields. Students will learn the basics and principles of spatial database management, database query, and preparation of printed maps. Formal presentations and practical laboratory assignments (GE 581) will use ArcView and ArcGIS software packages with spatial data sets taken from across the disciplines including geosciences, environmental studies and land use/city planning, marketing and other fields. Students will gain working experience of applying GIS to their studies and research, as well as achieve practical skills for the marketplace.

*Rudolph Hon***GE 580 Environmental Seminar (Spring: 3)***Prerequisite:* Undergraduates need permission from the instructor*Corequisite:* GE 581

Environmental studies minors and students at all levels will answer the question: Are humans performing a massive experiment on the

Earth? We'll explore natural biogeochemical cycles and the ways society perturbs those cycles. As we uncover the reasons for anthropogenic disturbances, we'll also pair each problem with potential technological solutions and the political strategies essential to sustain both change and development. For example, we'll look at air and water pollution and global warming, and consider options such as using materials more effectively, "green engineering," and switching to a hydrogen based economy.

*The Department*

### **Graduate Course Offerings**

#### **GE 475 Geotechnology (Fall: 3)**

**Prerequisites:** GE 418, MT 202 and Microcomputer use or permission of the instructor. It is expected that the students have familiarity with the use of an IBM-PC or compatible microcomputer.

This course is designed to introduce students to the field of Geotechnical Engineering. The lectures focus on the following aspects of soil mechanics: stress distribution, 1-D Settlement Analysis, 1-D Time Rate Settlement (Consolidation theory), Bearing Capacity of Shallow Foundations and Slope Stability Analysis. For each one of these subjects, analytical basis and assumptions are presented and example problems are described.

*Alfredo Urzua*

#### **GE 655 Exploration Seismology (Spring: 4)**

**Corequisite:** GE 656

This course is an introduction to the basics of exploration seismology. Emphasis is placed on environmental and geotechnical applications as well as techniques used in petroleum and mineral exploration. The lectures cover the ideas and theories used in the acquisition, processing and presentation of seismic refraction and reflection data. Discussion/laboratory (GE 656) is a corequisite for this course which is an introduction to seismic field and interpretation techniques.

*John E. Ebel*

#### **GE 660 Introduction to Seismology (Fall: 3)**

**Prerequisites:** GE 134 or equivalent, MT 200-201 or MT 204 (may be taken concurrently)

#### **Offered Periodically**

This course covers the fundamentals of the science of seismology. Topics include seismic instruments, properties of vibrations and waves, seismic wave propagation, reflection and refraction, earthquake sources, and earthquake hazards.

*John E. Ebel*

#### **GE 692 Earth Systems Seminar (Fall: 3)**

Upper level undergraduates may enroll by permission of the instructors.

This is a graduate level multidisciplinary course offered annually by the Department on a variety of topics related to research interests of the faculty. The Earth Systems Seminar is primarily intended for beginning graduate students, but upper level undergraduate students may enroll by permission of the instructors.

*The Department*

#### **GE 794 Seminar in Geology (Fall: 3)**

This course is an analysis and discussion of topics of current interest in geology.

*The Department*

#### **GE 795 Seminar in Geophysics (Fall: 3)**

This course is an analysis and discussion of topics of current interest in geophysics.

*The Department*

#### **GE 796 Seminar in Geology (Spring: 3)**

This course is an analysis and discussion of topics of current interest in geology.

*The Department*

#### **GE 797 Seminar in Geophysics (Spring: 3)**

This course is an analysis and discussion of topics of current interest in geophysics.

*The Department*

#### **GE 798 Reading and Research in Geophysics (Fall/Spring: 3)**

**Permission of a faculty member is required in advance of enrollment.**

A research study of a topic in geophysics under the supervision of a faculty member.

*The Department*

#### **GE 799 Reading and Research in Geology (Fall/Spring: 3)**

**Permission of a faculty member is required in advance of enrollment.**

A research study of a topic in geology under the supervision of a faculty member.

*The Department*

#### **GE 801 Thesis Seminar (Fall/Spring: 3)**

Thesis research under the guidance of a faculty member.

*The Department*

#### **GE 888 Interim Study (Fall/Spring: 0)**

Required for master's candidates who have completed all their course requirements but have not taken comprehensive examinations. Also for master's students who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

*The Department*

## **German Studies**

### **Faculty**

**Christoph W. Eykman**, *Professor*; Ph.D., Rhein, Friedr. Wilhelm Universität, Bonn

**Michael Resler**, *Professor*; Chairperson of the Department; A.B., The College of William and Mary; A.M., Ph.D., Harvard University

**Rachel Freudenburg**, *Associate Professor*; B.A., M.A., Wayne State University; Ph.D., Harvard University

### **Contacts**

- Department Secretary: Agnes Farkas, 617-552-3740, farkasag@bc.edu
- Website: <http://www.bc.edu/german/>

### **Undergraduate Program Description**

The German major aims to prepare students not only for further study but also for a professional life which is enhanced through a knowledge of German language, history, and culture.

### **Major Requirements**

The major in German Studies is designed to give the student an active command of the German language, an insight into German literature and culture, and provide the background for graduate study in the field. Students majoring in German Studies are required to complete a total of ten courses within the following curriculum:

- Two (GM 201 and 202) Composition and Conversation
- Two (GM 210 and 211) History of German Literature
- Six semester courses in German literature or culture

**Note for majors with transfer credits:**

Of the ten semester courses, a minimum of four courses beyond Composition and Conversation (i.e., at least four upper-level literature or culture courses) must be taken within the German Studies Department at Boston College.

**Information for First Year Majors**

A prospective German major should select an initial language course, e.g., GM 001, GM 050, or GM 201, according to his/her high school language preparation. The student can supplement this choice with an elective. He/she can select a course in German literature, culture, philosophy, history, art history, music, or a German course offered in English translation. In all, ten one-semester courses in German numbered 100 and above are required to complete the major.

**Information for Study Abroad**

Prior to study abroad, German majors must complete the following prerequisites: minimum language preparation of two semesters of Intermediate German (GM 050-051) or the equivalent. Since studying German is fully consistent with majoring (or minoring) in German, nearly all courses taken abroad will be accorded major (or minor) credit. However, as noted in all departmental publications, of the ten semester courses which constitute the major, a minimum of four courses beyond Composition and Conversation (i.e., at least four upper-level literature or culture courses) must be taken within the German Studies Department at Boston College.

The department prefers for students to study abroad during their junior year (either full year or semester) rather than senior year. Programs in Eichstätt, Dresden, Berlin, Heidelberg, Tübingen, Freiburg, and Munich are all recommended. Students should consult either Professor Rachel Freudenburg or Professor Michael Resler when planning to study abroad in Germany.

**Graduate Program Description**

Although the Department of German Studies does not offer a graduate degree, the following course is available to graduate students from various departments.

**GM 061 Intensive Reading in German (Summer: 1)**

No previous knowledge of German required.

This course is intended to prepare the student for either a graduate language reading examination or the standardized Princeton type of test, and provides him or her with the ability to read general or specialized material in his or her own major field as well as in related areas.

**Undergraduate Course Offerings**

**Note:** Future course offerings and courses offered on a periodic basis are listed at <http://www.bc.edu/courses/>.

**GM 001 German A (Elementary I) (Fall: 3)**

Students are introduced to the basics of the German language: vocabulary, grammar, communicating in every-day situations, reading, listening comprehension, and writing. The course is supplemented with an interactive CD-ROM. Intended for those with no prior knowledge of German as well as those with some high school background. Graduate students must either take this course for credit or register as auditors.

*Rachel Freudenburg*  
*Ursula Mangoubi*

**GM 002 German A (Elementary II) (Spring: 3)**

*Prerequisite:* GM 001

A continuation of GM 001. Students are introduced to the basics of the German language: vocabulary, grammar, communicating in every-day situations, reading, listening comprehension, and writing. The course is supplemented videos. Intended for those with one semester of college-level German or at least 3 years of high school German. Graduate students must either take this course for credit or register as auditors.

*The Department*

**GM 003 Elementary German Practicum I (Fall: 1)**

*Corequisite:* Students should be signed up for GM 001.

This intensive one-hour supplementary course gives students extra help mastering concepts presented in GM 001 through review and recycling of material. It is open to all students concurrently enrolled in GM 001 that feel they need more "time on task." This class is an excellent opportunity to practice conversation in a smaller, more informal group.

*The Department*

**GM 004 Elementary German Practicum II (Spring: 1)**

*Corequisite:* Students should be signed up for GM 002.

This intensive one-hour supplementary course gives students extra help mastering concepts presented in GM 002 through review and recycling of material. It is open to all students concurrently enrolled in GM 002 that feel they need more "time on task." This class is an excellent opportunity to practice conversation in a smaller, more informal group.

*The Department*

**GM 050-051 Intermediate German I and II (Fall/Spring: 3)**

*Prerequisite:* GM 001-002 or their equivalent

**Conducted primarily in German.**

Further training in active use of the language, with emphasis on reading and conversation. The course includes readings in twentieth-century German prose, fiction and non-fiction, German culture and society, grammar review, and discussion and composition. Auditors must register.

*Notburga Connolly*

*Christoph Eykman*

*Michael Resler*

**GM 066 The Quest for Justice: Kafka and Kleist (Fall: 3)**

**Cross Listed with EN 084.05**

**Satisfies Literature Core Requirement**

**Offered Biennially**

**Conducted in English. All texts in English translation.**

The term poetic justice implies that when we are wronged, literature can put it right, even if our environment cannot. In this course, we read two of Germany's most enigmatic authors: Heinrich von Kleist and Franz Kafka. Though hailing from two different centuries, both grapple with the task of defining a universal standard of justice in a diverse world. Is there really justice for all when racism and sexism inform not only our thinking but also our social institutions? Can we ever really know what justice is, after we realize that all human knowledge is subjective?

*Rachel Freudenburg*

**GM 067 The Romantic Experience (Spring: 3)**  
**Cross Listed with EN 084**  
**Satisfies Literature Core Requirement**  
**Offered Biennially**  
**Conducted in English.**

This course traces a number of themes which were first expressed in the writings of European Romantics during the early nineteenth century and which shaped European and American intellectual history throughout the twentieth century. Such themes are, for example: love, emotion, nature, spirit, solitude, the miraculous, the sublime, and mental insanity. Texts (three novels, an autobiographical memoir, a short story, an essay, poems, letters, and fairy tales) include works by Rousseau, Goethe, Jane Austen, the Grimm brothers, E. T. A. Hoffmann, Ralph Waldo Emerson, and Jack Kerouac.

*Christoph Eykman*

**GM 175 Business German (Spring: 3)**  
**Prerequisite:** GM 051 or the equivalent  
**Conducted in German.**

**Completion of this course satisfies the undergraduate language-proficiency requirement.**

An introduction to the language and structure of business in the German-speaking countries, this course will focus on daily business practices, on texts related to business in German, and on cultural differences in the German-speaking business world. A semester's work includes the practice of skills necessary to understand and perform basic business transactions (role-playing); the exploration of business in German in different media, such as television and the Internet; and the praxis-oriented expansion of applying the German language in a professional context.

*Ruth Sondermann*

**GM 201-202 German Composition and Conversation I and II (Fall/Spring: 3)**

**Prerequisite:** GM 050-051 or their equivalent

**Required for German majors. Completion of this course satisfies the undergraduate language-proficiency requirement. Auditors must register.**

This course is designed to improve fluency in spoken and written German. Review of grammar will be restricted to a few selected, difficult items. Short German compositions will be written periodically. Course work includes systematic vocabulary building (including German idiomatic expressions as well as compound nouns and adjectives), listening comprehension, speaking exercises (spontaneous and guided dialogues) and reading.

*Christoph Eykman*

**GM 218 German Feature Film: A Survey (Spring: 3)**  
**Offered Periodically**  
**Conducted in German.**

**Counts toward German and German Studies minors or German major.**

An introduction to feature films from Germany and Austria from the 1920s to the present. Questions of personal, cultural, gendered, sexual, religious, and national identity give the course thematic cohesion. Films to be discussed are: *Das blaue Licht* (The Blue Light), *M*, *Die Mörder sind unter uns* (The Murderers Are Among Us), *Sissi*, *Das Boot* (The Boat), *Deutschland bleiche Mutter* (Germany Pale Mother), *Memphisto*, *Taking Sides*, *Hitlerjunge Salomon* (Europa, Europa),

*Männer* (Men), *Lola rennt* (Run Lola Run), *Ich bin meine eigene Frau* (I am my own woman), *Aimee und Jaguar*, *Nirgendwo in Afrika* (Nowhere in Africa), *Goodbye Lenin*.

*Rachel Freudenburg*

**GM 220 Goethe und Schiller (Fall: 3)**

**Offered Biennially**

**Conducted in German**

**This course is for students (not necessarily German majors) with a good knowledge of German (at least 3rd year level).**

A study of selected dramas and lyrics of Goethe and Schiller. The development on the part of both poets from early Storm and Stress to the later Classicism will be systematically traced. Throughout the course, the literature will be linked to the larger cultural context of its age, with particular attention to the philosophical (Herder, Schiller, Winckelmann, Kant) and musical (Haydn, Mozart, Beethoven) heritage of Germany in the eighteenth and early nineteenth centuries.

*Michael Resler*

**GM 240 King Arthur in German Literature (Spring: 3)**

**Offered Biennially**

**Conducted in English. All readings in English translation.**

A study centering on the most popular and enduring of all medieval legendary figures. We will examine the early texts from which the Arthurian mythology took root and contributed to the eventual spread into Germany of the tales of King Arthur and the knights of the Round Table. We will then focus on a close reading of four or five of the most significant Arthurian romances within the German tradition. In addition, we will systematically trace the relationship between this highly idealized world of literary knighthood and real-life contemporary historical and social events of the twelfth and thirteenth centuries.

**GM 242 Germany Divided and Reunited (Fall: 3)**

**Offered Biennially**

**Conducted in English. Required for German Studies Minors**

This course provides a multi-dimensional look at post-war Germany, East and West. Politics, social and economic structure (East versus West), music, art, literature, philosophy (Critical Theory), the crisis and reform of the West German university system, the young generation, and Americanization, will be discussed. Other topics include radicalism/extremism/protest movements (including terrorism), coping with the past (National Socialism), the Revolution of November 1989, and the legal ramifications and unsolved problems deriving from reunification.

*Christoph Eykman*

**GM 290 Advanced Reading in German (Spring: 3)**

**Prerequisite:** GM 050-051 or the equivalent

**Conducted in German. Counts toward German Major and German Studies Minor. Required for German Minor.**

This course will sharpen students' skills in reading advanced texts in German. It serves as a bridge between the department's language courses and the various practical and academic settings in which a strong reading knowledge of German is required. Texts will be taken from a wide spectrum of sources: the German press, university life, the Internet, scholarly writing and literature. It is recommended for students planning to study abroad and is also open to graduate students planning to conduct research in the German language, whether in this country or abroad. Auditors must register.

*Michael Resler*

**GM 299 Reading and Research (Fall/Spring: 3)**

May be taken only with permission of the Chairperson. By arrangement.

The course includes supervised readings within specific areas, for the solution of individual problems of research. Students may sign up for this course only after the need for a special program has been established and a faculty member has agreed to supervise the project.

*Christoph Eykman*

*Rachel Freudenburg*

*Michael Resler*

**GM 501 German Studies Internship (Fall/Spring/Summer: 1)**

*Prerequisite:* GM051 or equivalent. GM 175 strongly recommended.

An internship in Germany or Austria offers the student a chance to learn first hand about daily life and business practices. Students must commit to at least eight weeks of work and secure the approval of the internship supervisor.

*Agnes Farkas*

**GM 699 Honors Thesis (Fall/Spring: 3)**

May be taken only with permission of the Chairperson. By arrangement.

*Christoph Eykman*

*Rachel Freudenburg*

*Michael Resler*

**Graduate Course Offerings****GM 061 Intensive Reading in German (Summer: 1)**

No previous knowledge of German is required.

Although the Department of Germanic Studies does not offer a graduate degree, the following course is available to graduate students from various departments. This course is intended to prepare the student for either a graduate language reading examination or the standardized Princeton type of test and provides him or her with the ability to read general or specialized material in his or her own major field as well as in related areas.

*Christoph Eykman*

*Ursula Mangoubi*

**History****Faculty**

**Radu R. Florescu**, *Professor Emeritus*; A.B., A.M., B.Litt., Oxford University; Ph.D., Indiana University

**Thomas H. O'Connor**, *Professor Emeritus*; A.B., A.M., Boston College; Ph.D., Boston University

**Andrew Bunie**, *Professor*; A.B., A.M., University of New Hampshire; Ph.D., University of Virginia

**James E. Cronin**, *Professor*; B.A., Boston College; M.A., Northeastern University; Ph.D., Brandeis University

**Robin Fleming**, *Professor*; B.A., M.A., Ph.D., University of California at Santa Barbara

**Thomas Hachey**, *Professor*; Ph.D., St. John's University

**Marilynn S. Johnson**, *Professor*; B.A., Stanford University; M.A., Ph.D., New York University

**Kevin Kenny**, *Professor*; M.A., University of Edinburgh; M.A., M.Phil., Ph.D., Columbia University

**Roberta Manning**, *Professor*; B.A., Rice University; M.A., Ph.D., Columbia University

**David A. Northrup**, *Professor*; B.S., M.A., Fordham University; M.A., Ph.D., University of California, Los Angeles

**James O'Toole**, *Professor*; A.B., Boston College; A.M., William and Mary College; M.S., Simmons College; Ph.D., Boston College

**Alan Reinerman**, *Professor*; B.S., A.M., Xavier University; Ph.D., Loyola University of Chicago

**Peter H. Weiler**, *Professor*; A.B., Stanford University; A.M., Ph.D., Harvard University

**Lawrence Wolff**, *Professor*; A.B., Harvard College; M.A., Ph.D., Stanford University

**Benjamin Braude**, *Associate Professor*; A.B., A.M., Ph.D., Harvard University

**Paul Breines**, *Associate Professor*; A.B., A.M., Ph.D., University of Wisconsin

**Mark I. Gelfand**, *Associate Professor*; A.B., City College of New York; A.M., Harvard University; Ph.D., Columbia University

**William P. Leahy, S.J.**, *Associate Professor and University President*; B.A., M.A., St. Louis University; M. Div., S.T.M., Jesuit School of Theology; Ph.D., Stanford University

**Deborah Levenson-Estrada**, *Associate Professor*; B.A., M.A., University of Massachusetts, Boston; Ph.D., New York University

**Cynthia Lysterly**, *Associate Professor*; B.A., University of North Carolina at Chapel Hill; Ph.D., Rice University

**Francis J. Murphy, S.J.**, *Associate Professor*; A.B., Holy Cross; A.M., Ph.D., Catholic University

**Kevin O'Neill**, *Associate Professor*; A.B., Marquette University; A.M., Loyola University of Chicago; Ph.D., Brown University

**Prasannan Parthasarathi**, *Associate Professor*; B.A., Williams College; M.A., Boston University; Ph.D., Harvard University

**Virginia Reinburg**, *Associate Professor*; A.B., Georgetown University; M.A., Ph.D., Princeton University

**Alan Rogers**, *Associate Professor*; Chairperson of the Department; A.B., M.A., Ph.D., University of California, Santa Barbara

**John H. Rosser**, *Associate Professor*; A.B., University of Maryland; A.M., Ph.D., Rutgers University

**Stephen Schloesser, S.J.**, *Associate Professor*; A.B., University of St. Thomas; M.Div., Weston Jesuit School of Theology; A.M., Ph.D., Stanford University

**Sergio Serulnikov**, *Associate Professor*; A.B., Universidad de Buenos Aires; M.A., Ph.D., State University of New York

**Paul G. Spagnoli**, *Associate Professor*; A.B., Holy Cross; A.M., Ph.D., Harvard University

**Frank Fonda Taylor**, *Associate Professor*; B.A., M.A., University of West Indies; Ph.D., University of Geneva

**David Quigley**, *Associate Professor*; B.A., Amherst College; M.A., Ph.D., New York University

**Davarian Baldwin**, *Assistant Professor*; B.A., Marquette; M.A., Ph.D., New York University

**Crystal Feimster**, *Assistant Professor*; B.A., University of North Carolina at Chapel Hill; M.A., Ph.D., Princeton University

**Seth Jacobs**, *Assistant Professor*; B.A., Yale University; M.D.A., DePaul University; M.A., University of Chicago; Ph.D., Northwestern University

**Rebecca Nedostup**, *Assistant Professor*; B.A., Harvard University; M.A., M.Phil., Ph.D., Columbia University

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- Website: <http://www.bc.edu/history/>

**Undergraduate Program Description**

The Department of History offers the undergraduate student a variety of courses in Medieval European, Early Modern and Modern European, Russian, East European, American, Latin American, Asian, Middle Eastern, and African history. With careful planning and the advice of faculty members, students can develop a sequence of courses that will prepare them for the fields of law, government, foreign service, and careers in various international organizations, journalism, business, or teaching at the elementary, secondary, or college levels.

**Major Requirements**

In addition to the two-semester University Core sequence in modern history (selected from courses numbered HS 001 through HS 094), a History major is required to take a two-semester sequence in American Civilization (HS 181-182). Students planning to major in history are strongly encouraged to take the History Core in their freshman year and American Civilization in their sophomore year. Note that a score of 4 or 5 on the Advanced Placement test in European history fulfills the two-semester University Core requirement in history, and a similar score on the A.P. test in American history fulfills the two-semester American Civilization requirement.

In addition to the prescribed courses listed above, the History major is required to complete eight additional courses, including the following: HS 300 The Study and Writing of History (preferably taken in the sophomore or junior year); four other upper-division electives (numbered 200-699); and two courses in non-Western history. Note that some upper-division electives also satisfy the non-Western requirement. At least three of the electives—including two of the upper-division electives—should be in a field approved by the student's History Department advisor. For a list of possible fields, consult the Department's website at <http://www.bc.edu/history/>.

Students may take a maximum of four foreign-study courses, no more than two of which may be upper-division courses, among the ten required major courses beyond the University Core. Likewise a maximum of two summer courses may be taken for major credit, but at least six courses, including HS 300 and two of the upper-division courses, must be taken at Boston College during the regular academic year. (Students should also note that the College of Arts and Sciences accepts summer courses for credit *only* to make up deficiencies, so that even a course accepted to fulfill a History major or minor requirement will not reduce the thirty-eight courses required for the degree.)

In order to facilitate the introduction of research techniques, the Department offers a variety of Readings and Research opportunities. These projects must be arranged between the individual student and professor. No more than two courses completed in this fashion will count toward the History major requirements.

**Minor Requirements**

The History minor requires six courses. It begins with the two Core courses in history and concludes with two upper-division electives (numbered 200-699). In between, students can choose two other courses freely from among the Department's offerings. Because the Core courses emphasize Europe, students minoring in history are encouraged to take at least one course in non-Western history. For classes prior to 2006, no more than six of the eighteen required credits can be satisfied through advanced placement. For classes of 2006 and later, advanced placement credit cannot be used to satisfy minor requirements. A maximum of two independent study courses (HS 699 Readings and Research) can count toward minor requirements.

**Information for First Year Majors and Non-Majors**

The **University Core** requirement is a two-semester sequence in modern history covering the period between the late Middle Ages and the present. All history courses numbered between HS 001-002 and HS 093-094 fulfill this requirement, but students must take one course on the first half of the modern period (late Middle Ages to the French Revolution) and one on the second (French Revolution to the present).

All History Core courses cover a broad sweep of time. Because so much of modern history has been dominated by Europe and because Europe pioneered the crucial historical processes that the entire world has since experienced, courses focus particular attention on Europe. Nonetheless, each course also traces the changing patterns of interaction and domination that have characterized the relationship between Europe and the non-European world. As a result, the European history taught in the Core necessarily covers the startling economic, intellectual, political, and social changes that have come to shape not only the West but also the world as a whole. Each History Core course, although covering common themes and a common period of time, emphasizes the special interests and expertise of the professor. Since specialists in European, American, Latin American, African, and South and East Asian history teach in the Core, courses vary considerably in the material they cover. Students are urged to read the descriptions of each of the Department's Core offerings and predicate their choice based on the particular emphasis of each class.

The following shared topics are covered in each History Core course:

*First semester:* The Italian and Northern Renaissances; the Reformation and Counter-Reformation; exploration, trade, and slavery; the development of the bureaucratic state; international relations and warfare; the Scientific Revolution and the Enlightenment; the development of capitalism; political revolutions; and social structures and gender.

*Second semester:* The legacy of the French Revolution; modern political ideologies; nationalism; modern thought and culture; the development of modern industry; imperialism, colonialism, and racism; the Russian Revolution and the World Wars; the Depression and Fascism; the Cold War and Decolonization; and social structures and gender.

Because all of these courses are designed as thematic units, students should continue in the same class for the entire year, but upon completion of the first half of one course, students may enroll in another second-half course. In no case, however, will students be permitted to take the courses out of order. The first half must be completed before enrolling in the second. Students are strongly urged to fulfill the History Core requirement in their freshman year, or at the latest, during their

sophomore year. Students planning to study abroad during their junior year are strongly advised to complete their History Core before embarking on such studies.

All the Core history courses numbered HS 001-002 through HS 079-080 consist of large classes taught by a team of professors (either jointly or by splitting the year between them). All Core classes meet twice each week for lectures, and a third time in groups of 15 to 20 students for discussion of selected topics. These weekly discussion sections are an integral part of each Core course.

All Core history courses assign between 100 and 200 pages of reading weekly, and require at least one paper and map assignment in addition to examinations.

The Core history program is also offered in three other slightly different formats: HS 063-064 is an intensive small class designed for Honors students and HS 081-082 is taught in small classes (35 students). Finally, HS 093 (spring term) covers the topics of the first-half of the Core; HS 094 (fall term) covers the topics of the second half of the Core; and these reverse sequence courses are intended solely for students who need to begin or complete their History Core courses out of the usual semester pattern.

#### Information for Study Abroad

Many History majors and minors profit greatly from spending part or all of their junior year abroad. History majors may take as many as four courses abroad for major credit (and a maximum of two courses for upper-division credit), although six history courses (beyond the Core), including HS 300, must be taken at Boston College during the regular academic year. History minors may take as many as two courses abroad for minor credit (including one upper-division course).

Students seeking major or minor elective credit need only show that they passed a course offered in a history department. Students seeking upper-division credit must arrange this with the Director of Undergraduate Studies after they complete the course. In making their case for upper-division credit, they should present the course syllabus and the paper(s) written for the course. (Save everything!) In spite of the limitations on courses accepted for major credit, students who have gotten a good start on Core and major requirements before leaving for study abroad should have no trouble completing them, even if they spend an entire year abroad. It is especially helpful if they complete the American Civilization requirement (HS 181-182) and the Study and Writing of History (HS 300) before studying abroad.

Students who are contemplating a senior honors thesis and who will be abroad during the normal application process in the spring of their junior year are strongly urged to plan ahead. They should try to establish a thesis topic and to identify a faculty member willing to supervise their work before departing, and verify that they will be able to be in e-mail contact with their thesis advisor while abroad. They should be aware that the deadline for submission of applications is April 1 of their junior year. For additional information, they should consult with the director of the History Honors Program early in the semester prior to their departure for study abroad.

For additional information on foreign study for history majors, please visit [http://www.bc.edu/schools/cas/history/undergrad/major/foreign\\_study/](http://www.bc.edu/schools/cas/history/undergrad/major/foreign_study/).

For more on the application of these guidelines to the history minor, please visit <http://www.bc.edu/schools/cas/history/undergrad/minor/>.

If you have further questions about your study abroad, please contact Professor Paul Spagnoli, Director of Undergraduate Studies, at 617-552-3878 or by e-mail at [paul.spagnoli@bc.edu](mailto:paul.spagnoli@bc.edu).

#### Graduate Program Description

The M.A. and Ph.D. degrees are offered with concentrations in Medieval, Early Modern European, Modern European, American and Latin American history. The department also offers course work in African, Middle Eastern, and Asian history. For the Master's in Teaching (M.A.T.) program administered by the Lynch School of Education see under M.A. Programs, below.

##### Doctor of Philosophy in History

The Ph.D. degree in History is offered with concentrations in Medieval, Early Modern European, Modern European, American and Latin American history. The department also offers coursework in African, Middle Eastern and Asian history.

During the first semester of full-time study, doctoral students choose a faculty advisor, who oversees the student's progress in preparing for comprehensive exams and in developing a dissertation topic.

The Ph.D. is a research degree and requires special commitment and skills. While the degree is not granted for routine adherence to certain regulations, or for the successful completion of a specified number of courses, there are certain basic requirements.

*Course and Residency Requirements:* Students entering directly into the Ph.D. program are required to complete 42 credits, 36 of which are taken prior to comprehensive exams. All students in the Ph.D. program are required to pursue two semesters of full-time study during the first year and must, in the course of their studies, complete at least two seminars (one of which may be the Dissertation Seminar) and at least two colloquia (one in the major and one in a minor area).

*Plan of Study:* By the conclusion of the first semester, and after full consultation with their professors and the Director of Graduate Studies, students file a plan of study leading to the comprehensive examination. This plan of study consists of three areas of concentration, including one designated as the major area. From within this major area, students choose two fields of study. Because students are expected to develop a mature understanding of this major area as a whole, one of these two major fields should be general in nature. Students then select one field of study from each of two additional areas of concentration.

Usually faculty require that students take at least some formal coursework in each field and expect students to develop and master a reading list of important books and articles. With the approval of the advisor and the Director of Graduate Studies students may offer, as one of the two minor areas, a discipline related to History or a topic within that cuts across traditional geographical or chronological boundaries. When considered necessary to a student's program, the department may require advanced-level work in a related discipline, either as a minor field or as supplemental work. This plan of study may be reviewed, evaluated and revised whenever necessary. However, changes must be approved by the faculty advisor and the Director of Graduate Studies.

#### Fields of Study:

##### American History

- U.S. to 1877
- U.S. since 1860
- Intellectual and Cultural
- Social, Economic, and Labor

- Southern
- Urban
- Race and Ethnicity
- Religion
- Diplomatic
- Gender and Women
- African American
- Legal and Constitutional

### Medieval

- Social and Economic
- Religious and Cultural
- Anglo-Saxon and Anglo-Norman
- Early Medieval France and Flanders
- Byzantine

### Early Modern European History

- Religious
- Intellectual and Cultural
- Social and Economic
- Gender and Women
- Early Modern Britain
- Early Modern France

### Modern European History

- Europe, 1789-1914
- Modern Europe, 1870-1945
- Contemporary Europe
- Intellectual and Cultural
- Social, Economic, and Labor
- Diplomatic; Religious; Imperialism
- Modern Britain; Modern France; Modern Germany
- Modern Ireland

### Russian and Eastern European History

- Eastern Europe
- Pre-Revolutionary Russia
- Soviet
- Polish

### Latin American History

- Colonial Latin America
- Modern Latin America
- Central America/Caribbean

### Other Areas (*minor only*)

- China
- Japan
- Africa
- Middle East
- India
- South Asia
- East Asia

*Language Requirement:* Ph.D. candidates, with the exception of medievalists, must pass two language exams. Students concentrating in American history may substitute competency in a field of particular methodological or theoretical relevance to their program of study for competency in a second foreign language. To do so, students must petition the Graduate Committee for the substitution and explain the nature of the field and its importance to the plan of study, particularly

the dissertation. The student's faculty advisor certifies that the student has acquired the appropriate skills and knowledge. Medievalists must pass three language exams, one of which must be Latin or Greek.

*The Comprehensive Exam:* The student's oral comprehensive examination will be conducted by an examining board composed of four faculty members, two from the student's major area and one each from the two minor areas. A written examination may be substituted for an oral exam at the joint discretion of the student and the student's committee.

*The Dissertation:* Students must have a dissertation topic before taking and passing comprehensive exams. The last six credits earned for the degree, taken after the comprehensive exams, will be focused explicitly on the dissertation. These should include the Dissertation Seminar and an independent study with the faculty advisor. Dissertation proposals, written in the Dissertation Seminar, must be approved by the student's dissertation committee, consisting of three faculty, one of them designated as advisor. Proposals must be completed by the end of the semester following the passing of comprehensive exams and filed with the department. The completed dissertation must be approved by a committee of three readers—the faculty advisor and two other faculty members—and approved by the Director of Graduate Studies. It must also be defended at a public oral defense.

### Master of Arts Programs

The M.A. degree in History is offered with concentrations in Medieval, Early Modern European, Modern European, American and Latin American history. The department also offers coursework in African, Middle Eastern and Asian history. In addition, the department sponsors interdisciplinary work leading to a Master's degree in Medieval Studies.

The Master of Arts in Teaching (M.A.T.) program for secondary school History teachers is administered by the Lynch School of Education. It requires admission to both the Graduate School of Education and to the Department of History. For further information on the M.A.T., please refer to the LSOE section on Master's Programs in Secondary Teaching or call the Lynch School of Education, Graduate Admissions Office, at (617) 552-4214.

*Requirements:* The M.A. degree in History requires 30 graduate credits, a distribution requirement for each particular program, and an oral comprehensive examination.

Students are not allowed to complete the M.A. program by attending only summer sessions, but are required to take a total of at least four courses (12 credits) during the regular academic year.

*Plan of Study:* All candidates for the M.A. in History are encouraged to pursue an individual course of study developed in conjunction with their faculty advisor and selected by the student during the first year in the program. In making their selection of courses and seminars, students are urged to widen their chronological and cultural horizons while deepening and specifying one special area of concentration.

Students must choose a major and minor field. As many as seven courses (twenty-one hours) can be taken in the major field. Major fields for the M.A. are: American history; Medieval history; Early Modern European history; Modern European history (encompassing English, Irish, Continental European, Eastern European, and Russian); and Latin American history.

The minor field is made up of a minimum of three courses (nine hours), at least one of which must be a graduate level course. Minor fields can be chosen from the same list of major fields or can be more conceptual or historiographical. Such fields, for example, could include

a field in economic, social or labor history; or could concern race, gender or world history. Minor fields must be approved by the Director of Graduate Studies.

Students whose prior academic preparation warrants an exception to the above requirements may, with the consent of their faculty advisor, request permission to substitute a different proportion or variety of courses and areas than those generally required. The opportunity for study in a major or minor area is open to the extent that the department offers sufficient courses in the student's area of interest.

Students may study in departments outside history, and, with the permission of the Graduate Committee, a candidate whose advisor so recommends may earn as many as six credits in Classics, Economics, English, Political Science, Sociology or other related disciplines. Graduate credits earned in a related discipline will be included in the distribution requirements for the appropriate area.

In addition to the general requirements for the M.A. degree, students in the History program are required to complete a seminar in their major area.

**Language Requirement:** Master's candidates must pass a foreign language reading examination, ordinarily in French, German, Russian, or Spanish. Another foreign language, when relevant to the research of the student, may be substituted with permission of the Graduate Committee.

**Exam and Thesis:** Students must take an oral comprehensive examination administered by the student's advisor and two additional faculty members, one from the major and one from the minor area.

Students may complete the Master's degree with or without a thesis. Those wishing to write a thesis should complete all of the other requirements for the degree and then request permission. The thesis counts for six credits and must be approved by the candidate's faculty advisor.

### Medieval Studies

Students interested in an M.A. in Medieval Studies will be expected to take at least nine credits in Medieval history and at least six credits of graduate study in a related discipline. If the student is doing a thesis, it will be written under the direction of a member of the History Department and will be read by a member of the department in the related field of study. The candidate must pass a language exam in Latin.

### Applications to the M.A. and Ph.D. Programs

The deadline for applications to the graduate programs in history is January 15. Ph.D. and M.A. applicants must submit GRE general scores (the GRE in History is not required), official undergraduate and graduate transcripts, at least three letters of recommendation, a personal statement emphasizing intellectual interests, a writing sample (a paper written for a recent course or one written expressly for the application), and all the application forms.

### Funding

The History Department has a highly competitive Ph.D. program, but one which guarantees five years of funding to all incoming Ph.D. students contingent upon satisfactory academic performance and progress towards the degree, as well as satisfactory performance in teaching as evaluated by the faculty of the Department of History.

Students interested in the Doctoral or Master's programs should write to: Director of Graduate Studies, History Department, Boston College, Chestnut Hill, MA 02467 or e-mail: adrien@bc.edu.

### Undergraduate Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at <http://www.bc.edu/courses/>.

#### HS 001 Modern History I: Cultural and Institutional History (Fall: 3)

*Corequisite:* HS 003

**Satisfies History Core Requirement**

**Followed in spring semester by HS 002**

This course surveys the historical development of Europe from the Renaissance to the French Revolution with the intention of explaining how the unique western society in which we live today came into being. The great expansion of European power and culture since 1500 has made the development of Europe a key to understanding the modern world as a whole.

*John Rosser*

#### HS 002 Modern History II: Cultural and Institutional History

(Spring: 3)

*Corequisite:* HS 004

**Satisfies History Core Requirement**

This course traces the evolution of western society from the French Revolution to the present day. Special emphasis will be paid to the social, political and institutional stresses and changes, with attention also to the relation of the factors with the world of ideas and the arts. Special topics will also include the rise of absolute states, warfare and diplomacy in the old regime, and the search for new authorities as represented by the ideologies of conservatism, liberalism, communism and fascism.

*Devin Pendas*

#### HS 005 Modern History I: Social and Economic Development of Europe (Fall: 3)

*Corequisite:* HS 007

**Satisfies History Core Requirement**

**Followed in spring semester by HS 006**

This course traces the changes that have created today's world out of the very different world of the late Middle Ages. We will examine the move from a unified Christendom to a divided Europe and study the growth of a bureaucratized and controlling state and a capitalist market economy. We will also analyze the changing social structure of Europe, the interactions between Europe and the wider world, the struggles between the proponents and critics of Protestantism, constitutionalism, and capitalism.

*Robin Fleming*

#### HS 006 Modern History II: Social and Economic Development of Europe (Spring: 3)

*Corequisite:* HS 008

**Satisfies History Core Requirement**

This course seeks to acquaint students with the ways in which today's Europe (and today's wider world) developed out of the very different world of the late eighteenth century. It centers on what have been called "the plagues and pleasures" of a competitive market economy, tracing the rise of that economy in the nineteenth century as well as the challenges it has endured and the changes it has experienced since then. The course fulfills the second half of the university core requirement in history.

*Paul Spagnoli*

**HS 011 Modern History I: Political and Social History of Europe (Fall: 3)***Corequisite:* HS 013**Satisfies History Core Requirement****Followed in spring semester by HS 012**

This course will survey the major developments in Europe from the Renaissance to the French Revolution. Emphasis will be placed upon social and cultural developments, particularly as seen through overseas expansion and the formation of the modern state.

*Laurence Wolff***HS 012 Modern History II: Political and Social History of Modern Europe (Spring: 3)***Corequisite:* HS 014**Satisfies History Core Requirement**

This course will survey the major developments in modern history from the French Revolution to the present. Particular emphasis will be placed on the progress of the industrial and democratic revolutions and the major responses to each—liberalism, socialism, and fascism—and the wars, conflicts and transformations to which they led.

*James Cronin***HS 015 Modern History I: Cultural History of Modern Europe (Fall: 3)***Corequisite:* HS 017**Satisfies History Core Requirement****Followed in spring semester by HS 016**

This course examines the interactions of the persons, ideas, institutions, and movements that have shaped the European experience from the Renaissance through the Reconstruction of Europe after World War II. The special emphasis during the first semester will be on the Renaissance, and the Reformation, the discoveries of explorers and scientists, and the Enlightenment. The second semester will cover the period since the French Revolution.

*The Department***HS 016 Modern History II: Cultural History of Modern Europe (Spring: 3)***Corequisite:* HS 018**Satisfies History Core Requirement**

The continuation of HS 015.

*The Department***HS 019 Modern History I: Political and Intellectual History of Europe (Fall: 3)***Corequisite:* HS 021**Satisfies History Core Requirement****Followed in spring semester by HS 020**

This course treats the history of the European world since 1500, emphasizing religious, intellectual, and political developments. Topics covered in-depth include the search for new intellectual and religious authorities in the Renaissance and Reformation; state building and constitutional conflicts in England and France; the scientific revolution; the Enlightenment; and 18th century revolutions. Throughout the course, ideas and institutions will be explored within clearly defined social contexts. Attention will also be devoted to women's lives and questions of gender within the religious and political debates of the era.

*Virginia Reinburg***HS 020 Modern History II: Political and Intellectual History of Europe (Spring: 3)***Corequisite:* HS 022**Satisfies History Core Requirement**

The course first explores the political restructuring of Western Europe, then Russia, and later the Third World under the pressures of the modern population explosion and the industrial revolution. We will pay special attention to the age of revolutions (1776-1975), the new imperialism (1880-1914), the World Wars, communism, fascism, the Cold War, the collapse of Europe's colonial empires, European economic integration, and the development of a "social market economy," the unique form of capitalism that evolved in Western Europe after World War II and that some say is destined to play a major role in the twenty first century.

*Roberta Manning***HS 023 Modern History I: Social and Cultural History of Europe (Fall: 3)***Corequisite:* HS 025**Satisfies History Core Requirement****Followed in spring semester by HS 024**

This course surveys the evolution of Western Europe from the end of the Middle Ages through the 1989 collapse of the Soviet Empire. Special attention is given to the following issues: the triumph of liberal capitalism, the rise of the bourgeoisie, the development of the modern state, the emergence of new forms of conquest and domination over the natural and non-European worlds. We will examine these aspects of the West's development with particular emphasis on gender, race, class, and other forms of difference. The first semester will cover the period from the Renaissance through the French Revolution.

*The Department***HS 024 Modern History II: Social and Cultural History of Europe (Spring: 3)***Corequisite:* HS 026**Satisfies History Core Requirement**

The continuation of HS 023.

*Paul Breines***HS 027 Modern History I: Political and Cultural History of Modern Europe (Fall: 3)***Corequisite:* HS 029**Satisfies History Core Requirement****Followed in spring semester by HS 028**

This course surveys the historical development of Europe from the Renaissance to the present with the intention of explaining how the unique Western society in which we live today came into being. The great expansion of European power and culture since 1500 has made the development of Europe a key to understanding the modern world as a whole. The first semester will cover the period from the Renaissance through the French Revolution.

*Alan Reinerman***HS 028 Modern History II: Political and Cultural History of Modern Europe (Spring: 3)***Corequisite:* HS 030**Satisfies History Core Requirement**

The continuation of HS 027.

*Alan Reinerman*

**HS 031 Modern History I: Europe and the Atlantic Community (Fall: 3)***Corequisite:* HS 033**Satisfies History Core Requirement****Followed in spring semester by HS 032**

This course is a study of the Atlantic community and its role in the emergence of the world economy since 1500. Topics to receive primary consideration include (first semester) the structure of traditional European and American societies, the impact of European expansion on European and American society and economy, the emergence of colonial America, and the age of revolution.

*Alan Rogers***HS 032 Modern History II: Europe and the Atlantic Community (Spring: 3)***Corequisite:* HS 034**Satisfies History Core Requirement**

This course will explore the emergence of the modern world from the era of the French Revolution to the end of the twentieth century. We will pay particular attention to the interrelated histories of the societies bordering the Atlantic. Topics addressed include the transnational evolution of political ideologies; the impact of slave emancipation in the nineteenth century; the recurring importance of nationalism; imperialism and its discontents; the Cold War and its legacies.

*Kevin O'Neill***HS 045 Modern History: Europe and the World (Fall: 3)***Corequisite:* HS 047**Satisfies History Core Requirement****Followed in spring semester by HS 046**

Since so much of modern history has been dominated by Europe, and because Europe pioneered the crucial historical processes that the entire world has since experienced, this course focuses particular attention on Europe. Nonetheless, it also traces the changing patterns of interaction and domination that have characterized the relationship between Europe and the non-European world. Thus it covers the startling economic, intellectual, political, and social changes that have come to shape not only the West but also the world as a whole. The first semester examines the period c1500-1800. The second semester examines the period c.1800-present.

*Franziska Seraphim***HS 046 Modern History: Europe and the World (Spring: 3)***Corequisite:* HS 048**Satisfies History Core Requirement**

The continuation of HS 045.

*David Quigley***HS 051 Modern History I: The Rise of Europe in the World (Fall: 3)***Corequisite:* HS 053**Satisfies History Core Requirement**

This course provides an introduction to the history of Europe between the Renaissance and the French Revolution. Many of the momentous changes that transformed Europe during this time arose from how European monarchs, philosophers, scientists, artists, clergymen, merchants, farmers, and even peasants responded to their increasing contact with the peoples, products, cultures, and ideas from Asia, the Middle East, Africa, and the New World. Readings, lectures, and discussions will attempt to convey the history of how Europe rose as it engaged with the rest of the world.

*The Department***HS 052 Modern History II: The Rise of Europe in the World (Spring: 3)***Corequisite:* HS 054**Satisfies History Core Requirement**

The continuation of HS 051.

*Peter Weiler***HS 055 Modern History I: Globalization (Fall: 3)****Satisfies History Core Requirement****Followed in the spring semester with HS 056**

Globalization is a fairly new term for the interconnectedness of the world's peoples that transcends geographical, cultural, and political boundaries. The world has grown more closely connected in the past half-century, but globalization has been a major force during the past half-millennium covered by this survey. The course traces the development of globalization in three spheres: political, commercial, and cultural. While identifying the Western world's expansiveness as the driving force for globalization, the course gives extensive attention to how people from other continents reacted and responded to these forces.

*David Northrup***HS 056 Modern History II: Globalization (Spring: 3)****Satisfies History Core Requirement**

The continuation of HS 055.

*David Northrup***HS 063-064 Honors Survey I and II (Fall/Spring: 4)****Satisfies History Core Requirement****HS 081-082 Modern History I and II: Europe and the World (Fall/Spring: 3)****Satisfies History Core Requirement****Followed in spring semester by HS 082**

Because so much of modern history has been dominated by Europe, and because Europe pioneered the crucial historical processes that the entire world has since experienced, this course focuses particular attention on Europe. Nonetheless, it also traces the changing patterns of interaction and domination that have characterized the relationship between Europe and the non-European world. Thus it covers the startling economic, intellectual, political, and social changes that have come to shape not only the West but also the world as a whole. The first semester examines the period c. 1500-1800. The second semester examines the period c.1800-present.

*The Department***HS 093 Modern History I: Europe and the World (Spring: 3)****Satisfies History Core Requirement**

This course is the first half of the history Core and it is offered the second semester of the academic year.

Because so much of modern history has been dominated by Europe, and because Europe pioneered the crucial historical processes that the entire world has since experienced, this course focuses particular attention on Europe. Nonetheless, it also traces the changing patterns of interaction and domination that have characterized the relationship between Europe and the non-European world. Thus it covers the startling economic, intellectual, political, and social changes that have come to shape not only the West but also the world as a whole. The first semester examines the period c. 1500-1800.

*The Department*

**HS 094 Modern History II: Europe and the World (Fall: 3)**

**Satisfies History Core Requirement**

This course is the second half of the history Core and it is offered in the first semester of the academic year.

See course description under HS 093

*The Department*

**HS 107 Internship (Fall/Spring: 1)**

**Prerequisites:** Any two semesters of HS 001 through HS 093

A one credit pass/fail educational experience.

*The Department*

**HS 111 America's War in Vietnam (Fall: 3)**

**Prerequisites:** Any two semesters of HS 001 through HS 094

This course will examine America's thirty-year military involvement in Southeast Asia, one of the most controversial episodes in U.S. history. Students will read a wide variety of primary and secondary sources, from recently declassified state and Defense Department documents to poetry and short stories. Course readings are selected from various points on the left-right political spectrum, with both "hawks" and "doves" receiving their day in court. Lectures will include the origins of the Cold War, the Eisenhower, Kennedy, Johnson, and Nixon presidencies, antiwar activism and other Vietnam era movements, and American soldiers' experience during and after service in Vietnam.

*Seth Jacobs*

**HS 130 History of Boston (Spring: 3)**

**Prerequisites:** Any two semesters of HS 001 through HS 094

**Offered Periodically**

A survey of Boston from the 1820s to the present as it has changed from a town to a city to a metropolitan center. A full range of topics will be covered (aided by guest lecturers) including the city's physical growth, political conflicts, social structure (immigrant and Brahmin), literary achievements, architectural splendor, economic growth, social turmoil, and contemporary problems. The course will emphasize the traditions and changes that have made Boston the influential and exciting place it is and how and why the diverse population has responded.

*Andrew Bunie*

**HS 148 Introduction to Feminisms (Fall/Spring: 3)**

**Prerequisites:** Any two semesters of HS 001 through HS 094

**Cross Listed with EN 125, PS 125, SC 225**

This class will introduce students to terms and concepts that ground feminist theory and gender analysis, to a range of issues that intersect with gender in various ways (e.g., nationalism and post colonialism, health, labor, sexuality, race, family), and to some classic texts in Women's Studies. It will also combine a brief historical overview of the development of first, second, and third wave women's movements, with an examination of their critiques by women of color. Finally, we will follow selected stories in the news that bear on the themes of the course.

*The Department*

**HS 155 Lesbian/Gay/Bi/Straight (Fall: 3)**

**Prerequisites:** Any two semesters of HS 001 through HS 094

The course has several aims: first, to examine aspects of the history of gay and lesbian people, movements, consciousnesses, sensibilities, and styles over the past century, focusing on experiences in France, Germany, England and the United States.; second, to examine ways in which studying homosexuality historically makes it possible to approach what has been called History (as if sexuality were not

involved) as, in part, the history of heterosexuality; and third, to examine some of the features and functions of fears about homosexuality and homosexual people.

*Paul Breines*

**HS 161 Biographies of Power in Latin America (Fall: 3)**

**Prerequisites:** Any two semesters of HS 001 through HS 094

**Satisfies Cultural Diversity Core Requirement**

**Offered Periodically**

**This course is taught in Spanish.**

This course will explore the role of major historical personalities in the political, social, and cultural history of Latin America from the colonial regime to the twentieth century. Our goal will be to analyze the ideas and deeds of Latin American men and women who had a significant impact in shaping politics, gender relations, ethnic identities, and social movements.

*Sergio Serulnikov*

**HS 172 Post-Slavery History of the Caribbean (Spring: 3)**

*Frank Taylor*

**HS 174 Modern Latin America (Spring: 3)**

**Prerequisites:** Any two semesters of HS 001 through HS 094

**Satisfies Cultural Diversity Core Requirement**

**Offered Periodically**

This course explores the political and social consequences of independence and the building of national states in former colonies still deeply dependent within the international economy; the long endurance and final abolition of slavery in Brazil and Cuba; the emergence of U.S. economic imperialism and military interventionism, with the revolutionary responses in Cuba in 1898 and in Mexico in 1910; the consolidation of the American empire after World War II; and the revolutionary challenges in Cuba and Central America.

*Deborah Levenson*

**HS 180 Introduction to Black Urban History: Migration, Modernization and Culture Making (Fall: 3)**

**Prerequisites:** Any two semesters of HS 001 through HS 094

**Satisfies Cultural Diversity Core Requirement**

**Offered Periodically**

This course examines aspects of the social and cultural history of four black urban communities: Boston, New York, Chicago, and Los Angeles. Students will be exposed to methodologies used to study black life in the metropolis. An exploration of historical and sociological source texts, literature and the arts will reveal black people's both stratified and dynamic engagement with urban living. The primary focus entails an examination of race, class, gender and regional formations in relationship to migration and urbanization. Moreover, discussions of black high and popular culture will help students understand how black people both shaped and were shaped.

*Davarian Baldwin*

**HS 181-182 American Civilization I and II (Fall/Spring: 3)**

**Prerequisites:** Any two semesters of HS 001 through HS 094

A survey of the political, social, economic, and intellectual developments that have shaped and influenced the growth of the United States from a colonial appendage to a world power. The course seeks to provide a firm chronological foundation for the study of the American past, but seeks to go beyond narrative and to provide analytical insights into the institutions, society, economy, and ideas upon which American Civilization is founded. Consideration will be given to continuity, change, and conflict in American society.

*The Department*

**HS 188 The American South Since 1865 (Fall: 3)***Prerequisites:* Any two semesters of HS 001 through HS 094**Offered Periodically**

Southern History since 1865 revisits traditional themes in southern historiography, matching classics of southern U.S. history with recent work. The course expands the definition of “southerner”; challenges the narratives and periodization of Reconstruction, Jim Crow, and the Civil Rights Movement; and brings theories on the construction of gender and race in dialogue with southern history. The lectures and readings place the U.S. South in a global discourse of white supremacy, imperialism, communism, Fascism, and Pan-Africanism.

*Crystal Feimster***HS 189-190 Afro-American History I and II (Fall/Spring: 3)***Prerequisites:* Any two semesters of HS 001 through HS 094**Cross Listed with BK 104-BK 165****Satisfies Cultural Diversity Core Requirement**

This two-semester survey examines the history and culture of African-Americans from the pre-colonial period to the present. The first semester treats the period before the middle passage, the evolution of slave and free society, the development of Black institutions, and the emergence of protest movements through the Civil War's end. During the second semester, the emphases are placed on issues of freedom and equality from Reconstruction, urban migration, civil rights struggles through current consideration of race, class, and gender conflicts.

*Karen Miller***HS 205 Native Americans in U.S. History (Fall: 3)***Prerequisites:* Any two semesters of HS 001 through HS 094**Satisfies Cultural Diversity Core Requirement**

This course will focus on the history of Native Americans in the Continental United States from the pre-Columbian period to the present. Topics will include findings and controversies in the archeological record, pre-Columbian culture, native-European relations in the colonial era, Indian removal, reservation policy and the “genocide” debate in the nineteenth century; and Native Americans in the modern era. While this course will cover government policy and “white” images of native Americans, the primary focus will be on the social history of Native Americans themselves and how different disciplines seek to understand that history.

*Jeff Singleton***HS 207 Islamic Civilization in the Middle East (Fall: 3)***Prerequisites:* Any two semesters of HS 001 through HS 094**Cross Listed with FA 174, TH 174****Satisfies Cultural Diversity Core Requirement**

See course description in the Theology Department.

*Benjamin Braude***HS 208 Middle East in the Twentieth Century (Spring: 3)***Prerequisites:* Any two semesters of HS 001 through HS 094**Satisfies Cultural Diversity Core Requirement**

Through the last eighty years the Middle East has been the site of many wars and conflicts. More recently it has become the most important source of the world's energy. This combination of strife and economic power has made it a vital and sensitive area for the entire globe.

*Benjamin Braude***HS 241 Capstone: Boston's College—Your Life (Fall/Spring: 3)***Prerequisites:* Any two semesters of HS 001 through HS 094**Cross Listed with UN 532**

See course description in the University Courses section.

*J. Joseph Burns***HS 277 Twentieth Century London (Fall: 3)***Prerequisites:* Any two semesters of HS 001 through HS 094**Offered Periodically****Cross Listed with EN 496**

This team-taught, cross-listed course uses history, fiction and film to examine aspects of twentieth century London. On the one hand, it looks at London as a center of political, cultural, and economic life, and as the capital of a worldwide empire, tracking the ways it has expanded and changed over the past one hundred years. On the other, it looks at London as a site in the imagination, a place of opportunity and hope as well as fear and despair, considering how city spaces and peoples have been mapped in the fictional terrain of novels and films.

*Peter Weiler/Rosemarie Bodenheimer***HS 292 The Witch, the Church, and the Law (Fall: 3)***Prerequisites:* Any two semesters of HS 001 through HS 094**Offered Periodically**

During the sixteenth and seventeenth centuries a convergence of political, social, and religious movements produced thousands of trials for crimes of witchcraft, sorcery, and superstition throughout Europe. This course explores these trials, particularly emphasizing their legal and ecclesiastical aspects. Related issues of popular belief in sorcery, magic, and diabolical activity will also be considered. Attention will be devoted to the question of why women were so frequently among the accused.

*Virginia Reinburg***HS 298 Western Africa (Fall: 3)***Prerequisites:* Any two semesters of HS 001 through HS 094**Cross Listed with BK 314****Satisfies Cultural Diversity Core Requirement****Offered Periodically**

An historical introduction to the peoples of Atlantic Africa between the Sahara and the Congo river from antiquity to the present. The first part of the course traces the development of African societies and their contacts with Islamic and Western peoples before 1800. The dramatic economic, political, and cultural changes of the nineteenth century are the subject of the middle section, while the final part examines the effects of twentieth-century European colonialism and the difficult circumstances faced by the 22 western African states since regaining independence.

*David Northrup***HS 300 Study and Writing of History (Fall/Spring: 3)***Prerequisites:* Any two semesters of HS 001 through HS 094, history major status**Each section offers a different topic. Required for history majors**

The purpose of these courses will be to introduce students to the methodology and process of writing history by focusing on a topic for which a body of source material is readily available. Each student is expected to use pre-selected documentary material to prepare a major research paper.

*The Department*

**HS 300.02 Study and Writing of History: Tony Blair and New Labor (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094, history major status

This course will involve research and analysis into the career of Tony Blair and his role in the rebirth of the Labour Party whose leadership he inherited in 1994. The Labour Party, which did so much to create the welfare state just after the Second World War, had by the late 1970's entered an era of deep and fundamental crisis. Its history during the 1980's and early 1990's was marked by fierce, internal battles, contests for power and repeated electoral defeats. From this experience of defeat emerged a very different party crafted by Blair and his allies.

*James Cronin*

**HS 300.03 Study and Writing of History: Law and Politics (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094, history major status

The course will focus on the interaction of politics and law in modern American life. We will begin by reading monographs which examine this phenomenon in specific settings, and then move on to identify controversies and the primary sources that can serve as the basis for research papers. Students will prepare drafts of their papers for class discussion, as well as a final version for submission to the instructor. Although open to all History majors, this section is recommended for those students interested in working with legal materials.

*Mark Gelfand*

**HS 300.06 Study and Writing of History: Romans and Christians (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094, history major status

Only with the conversion of Emperor Constantine the Great (around 312 A.D.) did Christians become Romans in the sense of being full citizens of the Roman Empire. Before, they were not tolerated and subject to intermittent persecution for reasons that seemed quite logical to Roman officials like Pliny the Younger. How Romans viewed Christians from around 400 A.D. is explored along with questions about what it meant to be a Christian (eg., a Gnostic Christian as opposed to a martyr), why important persons like Constantine and Augustine converted while others remained pagans. Emphasis is given to analyzing primary sources by traditional Roman and Christian writers, in an attempt to explore what one modern historian, Keith Hopkins has called "the strange triumph of Christianity."

*John Rosser*

**HS 300.07 Study and Writing of History: The Women's Movement in Boston (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094, history major status

This course explores the development and impact of the women's social movement in Boston. Emphasis is placed on the importance of historical and cultural contexts in viewing women's social and political activities. Students will be required to use the Women's Movement Archives housed at Northeastern University.

*Crystal Feimster*

**HS 300.09 Study and Writing of History: "The Troubles": Northern Ireland, 1968-1998 (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094, history major status

This course examines the recent conflict in Northern Ireland and explores the social, economic, political and cultural context of "The Troubles" by drawing on secondary material but also a wide array of primary sources including recently released government files, government reports, memoirs and autobiographies, newspapers, novels and film. Among the subjects we will cover are the civil rights movement, paramilitary organizations, nationalist and unionist ideologies, the place of political prisoners, the hunger strikes, the representation and depiction of "The Troubles" in wall murals, novels and film.

*Maria Luddy*

**HS 300.13 Study and Writing of History: Boston's Neighborhoods (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094, history major status

An historical view of Boston through parts of its "neighborhoods," including the South End, the North End, South Boston, East Boston, Jamaica Plain, Roxbury, Charlestown and Dorchester. Students will work with primary sources and produce a substantial research paper.

*Andrew Bunie*

**HS 300.25 Study and Writing of History: Civil Rights Movement (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094, history major status

The dual purpose of this course is to analyze sources, methodologies, and approaches to writing about history, and, to incorporate that knowledge in the production of a significant research paper that treats a specific theme within the framework of the mid-twentieth century Civil Rights Movement (1945-1975). Assignments include review of course readings, production of a research paper, bibliography, research design, methodological approach, thesis, arguments related to production of a final research project that employs primary, secondary, and electronic source materials.

*Karen Miller*

**HS 300.58 Study and Writing of History: The French Revolution (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094, history major status

This course will explore the study and writing of history through an examination of the French Revolution. Students will read and discuss historians' writings on this topic and complete a major research paper based on historical documents from the period: laws, parliamentary debates, pamphlets, memoirs, letters, speeches, petitions, newspaper articles, and diplomatic correspondence.

*Paul Spagnoli*

**HS 300.64 Study and Writing of History: Stalinist Terror (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094, history major status

In polls of college teachers, Stalin ranks second only to Hitler as the world leader who did the most to shape the history of the twentieth century. Stalin, like Hitler, is responsible for political terror on a hitherto historically unprecedented scale. Records on Hitler's crimes

have long been available to historians, thanks to his defeat in World War II. But until recently, documents on Stalin's Terror remained locked away in sealed archives, guarded by the secret police. This course will acquaint students with recent findings on Stalinist Terror while developing research, writing and analytical skills.

*Roberta Manning*

**HS 300.73 Study and Writing of History: Public and Private in the Age of Revolution (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094, history major status

*Kevin O'Neill*

**HS 300.79 Study and Writing of History: Authoritarianism and Democracy in Latin America (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094, history major status

This course is aimed at providing students a first-hand experience in historical research and writing. The general topic is democracy and authoritarianism in twentieth century Latin America. Selected readings are intended to offer examples of how social scientists have examined the rise of the different types of authoritarian governments in the region. Based on the analysis of primary material, students will investigate a case study from any country in the region focusing on some of the factors (ideology, international context, social movements, historical patterns of military-civil society relations, etc.) that have undermined the consolidation of representative, inclusive political systems.

*Sergio Serulnikov*

**HS 300.88 Study and Writing of History: Hiroshima in History and Memory (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094, history major status

This course fulfills the "methods" requirement for History majors. It is designed to teach reading, research, and writing skills, ie. the historian's craft. The topic introduces you to the highly contentious literature on the history of the atomic bomb and the political, cultural, social, and philosophical legacies that the bombing of Hiroshima and Nagasaki in August 1945 have left to the world, not only to Japan and the United States. Students learn to engage with historiographical debates as well as with the diverse shapes of memory as people tried to wrestle with the experience of the bombings and the realities of the nuclear age.

*Franziska Seraphim*

**HS 300.93 Study and Writing of History: Britain and the Second World War (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094, history major status

This course examines the impact of the Second World War on British society. The war profoundly affected the lives of everyone who lived in Britain. Among other things, millions of women were recruited into the factories or the armed forces. Thousands of children were evacuated to avoid the bombing that devastated the cities. The government had to develop new forms of propaganda in order to sustain civilian morale, which often sagged. And the war moved the political spectrum to the left, opening the post-war creation of the welfare state.

*Peter Weiler*

**HS 300.95 Study and Writing of History: Ireland—From Colony to Commonwealth, 1916-1949 (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094, history major status

This course will examine the evolving constitutional and/or legal relationships between Great Britain and Ireland from the Easter Rising of 1916 through the establishment of the Irish Republic in 1949. Classroom discussion and student research will focus on the primary and secondary evidence which serves to illustrate the strategies and objectives of the Dublin and London Governments, respectively, as Ireland sought to move from dependent colonial status to sovereign independence during the successive stages of dependency as a part of the United Kingdom, then as a dominion, and finally as a republic. The last phase involves Ireland's complex disengagement from the Commonwealth which caused reverberations that endure to this day.

*Thomas Hachey*

**HS 300.96 Study and Writing of History: Images of Latin America (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094, history major status

This course will look at the way influential people and organizations have viewed Latin America and the Caribbean over time. Students will make use of primary source documents in researching a country, person or event in order to understand the representation of such by the media and others.

*Deborah Levenson*

**HS 300.97 Study and Writing of History: Shanghai in Myth and History (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094, history major status

Like the greatest of world cities, Shanghai has managed both to fascinate and repulse locals and visitors alike since its rise to prominence in the nineteenth century. This does not mean that it has always been well understood. More often than not it has served as a symbol for colonialists, adventurers, nationalists, revolutionaries and entrepreneurs, obscuring the lives of the laborers, refugees, shopkeepers, factory girls and rickshaw pullers that made the city hum. Yet the existence of the mythic city alongside these other Shanghais makes this place—with its polyglot, colonial, and cosmopolitan history—a researcher's dream.

*Rebecca Nedostup*

**HS 300.98 Study and Writing of History: Writing History from Material Evidence (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094, history major status

Historians who work in periods and places with few texts (for example, the early Middle Ages or Mesoamerica), or who are interested in historical questions whose answers cannot be found in texts (the domestic life of slaves or the farming regimens of colonial New Englanders), rely on a wide array of material evidence: human and animal bones, objects of everyday life, grave goods, architectural remains, fossilized flora and fauna. In this class you will learn how to use this evidence, and write a major research paper based upon it.

*Robin Fleming*

**HS 300.99 Study and Writing of History: Busing in Boston (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094, history major status

Court ordered desegregation of the Boston Public Schools began in 1974. Three decades later, this metropolitan area continues to struggle with the legacies of that tumultuous experience. This class will read widely on the history of busing in Boston. All students will research and write an original essay on the topic, making extensive use of local archives. In addition, we will work collaboratively to develop an oral history.

*David Quigley*

**HS 692 Honors Project (Fall/Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

Proposals should be submitted, accompanied by a supporting letter from the directing faculty member to the Chairperson of the departmental Honors Committee no later than April 1. All proposals for honors projects must be approved by that committee. Completed honors theses are due in April of the senior year.

*The Department*

**HS 693 Honors Seminar (Fall: 3)**

*Prerequisites:* Approval through Honors Committee

This course, required for seniors doing an honors thesis or an advanced independent research project, will guide thesis writers through the art and mechanics of writing a thesis. In the seminar, students will regularly report on their progress, master citations and bibliographies, learn how to structure and outline a project of this length, and by semester's end will prepare a draft of the introduction and first chapter.

*The Department*

**HS 694 Honors Thesis (Spring: 3)**

*Prerequisite:* Approval through Honors Committee

Students who have the approval of the Department to enroll in a special honors project will carry this course as the credit vehicle for the paper produced in that project. This course is open only to students who have been given approval to enroll in an honors project. (HS 691-692).

*The Department*

**HS 695 Advanced Independent Research (Fall: 3)**

*Prerequisite:* Approval through Honors Committee

**Formerly known as Scholar of the College.**

Proposals for possible designation as scholar's projects should be submitted to the Director of Undergraduate Studies early in the spring. Details of dates and required materials are available either from the Director's Office or from the office of the Dean of Arts and Sciences. All proposals must be approved by the Director and the Departmental Honors Committee.

*The Department*

**HS 696 Advanced Independent Research (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

See course description under HS 695.

*The Department*

**HS 699 Readings and Research: Independent Study (Fall/Spring: 3)**

*Prerequisites:* Permission of professor and Director of Undergraduate Studies, any two semesters of HS 001 through HS 094

Students who wish to pursue a semester of directed readings with individual faculty members under this category must secure the per-

mission of the faculty member and the Director of Undergraduate Studies. Lists of faculty members and their fields can be obtained from the Department.

*The Department*

***Undergraduate and Graduate Course Offerings*****HS 173 Colonial Latin America (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Satisfies Cultural Diversity Core Requirement**

**Offered Periodically**

This class is a survey of three centuries, from the initial Caribbean encounter of Iberian, African, and indigenous cultures and races, to the birth of Latin America's independent culturally and racially-mixed nations. The processes of colonial rule, the nature of interaction between social groups (including the relationship between race and class), and the cultural impact of the colonial experience upon all Colonial Latin America's peoples are emphasized. Attention is given to the institutions, cultures, attitudes, and fortunes of Spaniards and Portuguese; Aztecs, Mayas, and Incas; and African slaves.

*Sergio Serulnikov*

**HS 276 Eastern Africa (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Cross Listed with BK 288**

**Satisfies Cultural Diversity Core Requirement**

**Offered Periodically**

An interdisciplinary survey of the cultural, political, and economic history of the region of eastern Africa (a thousand miles above and below the equator) from the evolution of the first humans in remote antiquity to the present.

*David Northrup*

**HS 285 African American Life Narratives (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Satisfies Cultural Diversity Core Requirement**

**Offered Periodically**

A recurring theme in African American life histories is the narration of the moment when the black subject or author first becomes aware of himself/herself as a racial being in a society in which blackness has meaning. This course examines how these kinds of moments shaped individual perspectives of personal and racial identity, and uses narratives and autobiographies to analyze how meanings of blackness are shaped by region, class, gender, sexuality, and historical context.

*Karen Miller*

**HS 304 Greater China in the Modern Age, 1895-Present (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Satisfies Cultural Diversity Core Requirement**

The history of modern China is a tale of fierce struggles over imperialism, nationalism, revolution and radical cultural change. But it is also the story of a large and widely diverse country with many local cultures, social structures and historical experiences. This course will approach the recent history of "greater China"—including Taiwan and Hong Kong as well as the mainland—in terms of both these aspects. Primary sources such as memoirs, films, fiction and political broadsides will illuminate the lives of international revolutionaries, Shanghai flappers, colonial subjects, peasant soldiers and rebellious youth as well as political leaders.

*Rebecca Nedostup*

**HS 310 Public Culture in Postwar Japan (Spring: 3)***Prerequisites:* Any two sections of HS 001 through HS 094**Offered Periodically**

This course explores the themes in Japanese public culture since 1945 from a historical perspective. They include the place of war memory in public life, changing social values concerning women and family, cultures of political protest, ethnic diversity, new (and old) religions, and icons of popular culture. The readings focus on major recent works by historians, anthropologists, psychologists, and literary scholars designed to broaden our view of postwar Japan from critical new perspectives. Students will also have the chance to do some research into an area of their particular interest. Some background in twentieth century Japanese history is recommended.

*Franziska Seraphim***HS 314 Religion and Politics in Twentieth Century India (Spring: 3)***Prerequisites:* Any two semesters of HS 001 through HS 094**Satisfies Cultural Diversity Core Requirement****Offered Periodically****Not open to students who have taken HS 234**

In this course we will explore the factors which gave rise to religious animosities in twentieth-century India and the grave consequences of these animosities. Topics will include British colonial attitudes to religious differences, the histories of Muslim and Hindu political parties, the communal riot as conflict over the public space, the partition of the subcontinent into India and Pakistan, gender and religious politics, and the revival of Hindu nationalism in post-colonial India.

*Prassanan Parthasarathi***HS 325 Revolutionary Cuba: History and Politics (Fall: 3)***Prerequisites:* Any two semesters of HS 001 through HS 094**Cross Listed with BK 325****Satisfies Cultural Diversity Core Requirement**

This course has as its focus Cuba's foreign and domestic policies since the revolution. Because Cuba is, in Fidel Castro's words, a "Latin African" country, some attention will be focused on the issue of race and the revolution in Cuba. Likewise, the history of Cuba's policies in Africa and the Caribbean will be looked at closely. It is, however, not a traditional course in diplomatic history. It explores the interface between domestic and foreign policy throughout, relating this to the specific case of Cuba since 1959.

*Frank Taylor***HS 326 History of Modern Iran (Spring: 3)***Prerequisites:* Any two semesters of HS 001 through HS 094**Satisfies Cultural Diversity Core Requirement****Offered Periodically**

This course will provide an analysis of the trends and transformations in the political, social and cultural history of Iran from the late nineteenth century to the present. Emphasis will be placed on the following: structural changes in the Iranian economy and society in the latter part of the nineteenth century; social and religious movements; the constitutional revolution of 1905-1911; changing relations between Iran and the West; Iran's experience as a modernizing state, 1925-1979; cultural roots and the social-structural causes of the Iranian Revolution of 1977-79; economic and political developments since the revolution; and Iran's current regional and international role.

*Ali Banuazizi***HS 327 Revolution and Its Aftermath in Modern Latin America (Fall: 3)***Prerequisites:* Any two semesters of HS 001 through HS 094**Satisfies Cultural Diversity Core Requirement****Offered Periodically**

This course compares and contrasts both the process of revolution and its aftermath in the late eighteenth and early nineteenth century Haiti, and in twentieth century Mexico, Cuba and Chile. The emphasis will be on social history within the specific context of modern times. We will look at the social forces that have made and unmade revolution. Attention will be paid both to internal forces as well as external international powers.

*Deborah Levenson***HS 329 The Caribbean During the Cold War, 1962-1989 (Spring: 3)***Prerequisites:* Any two semesters of HS 001 through HS 094**Offered Periodically**

The focus is on the Caribbean, a vitally strategic area as attested to most recently by the U.S. invasions of the Dominican Republic in 1965, Grenada in 1983, or Panama in 1989. The efforts of these small states to overcome their vulnerabilities provide a most fascinating subject. Of added interest is the fact that outside of Africa, the Caribbean countries are virtually the only sovereign communities of people of African descent in the world. We will analyze the historical ambience within which the states of the Commonwealth Caribbean operate and evaluate their attempts at maximizing their independence.

**HS 339 Byzantium and Islam (Spring: 3)***Prerequisites:* Any two courses HS 001 through HS 094**Offered Periodically**

Islam's interaction with the West was for centuries primarily with "Byzantium," the Eastern Roman Empire that existed from 330-1453. After the death of the Prophet Muhammed in 632, Islam expanded westward at Byzantine expense. Constantinople, capital of the Roman Empire in the East, was twice besieged by the Arabs. Only in 1453 did the forces of Islam prevail over Byzantium when Constantinople was conquered by the Ottoman Turks. The course focuses on this military confrontation, and on the cultural interaction between Byzantium and Islam. It is the paradox of continuous and intense military and cultural interaction that the course explores.

*John Rosser***HS 343 Rise and Fall of the Ottoman Empire (Fall: 3)***Prerequisites:* Any two semesters of HS 001 through HS 094**Satisfies Cultural Diversity Core Requirement****Offered Periodically**

The Ottoman Turks founded an empire spanning the three continents of the eastern hemisphere and enduring for nearly three-quarters of a millennium. Despite nomadic origins, they established a stable political structure, which grafted the high traditions of Islamic culture onto an ethnically, linguistically, and religiously diverse society. This course explores the evolution of this remarkable enterprise from its origins on the frontiers of Byzantium and Islam, through its heyday under Suleyman the Magnificent to its military decline and first steps toward reform.

*Benjamin Braude*

**HS 355 Human Rights as History (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Offered Periodically**

One of the major developments in world history since WW II has been the rise of a universal human rights culture. This course will explore this development in historical perspective, tracing the origins of the language of human rights back to the eighteenth century and the French Revolution and interrogating its development in the nineteenth and 20th centuries. We will examine the potential of "human rights" in international politics but also the limitations of human rights claims. We will ask who has rights and when, and who the major actors are in pushing rights claims: governments, revolutionaries and NGOs.

*Devin Pendas*

**HS 373 Slave Societies in the Caribbean and Latin America (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Cross Listed with BK 373****Satisfies Cultural Diversity Core Requirement**

Over 90 percent of slaves imported into the Americas during the Atlantic slave trade were brought to the Caribbean Islands and South America. The Caribbean Islands received 42.2 percent of the total slave imports and South America 49.1 percent. Among the topics covered are the rise and fall of slavery, the economics of slave trading, slave demography, patterns of slave life, slave laws, slave resistance, slave culture, social structure and the roles of the freed people. The compass of the course embraces a variety of English, French, Portuguese, Spanish, and Dutch speaking countries and a comparative approach.

*Frank Taylor*

**HS 376 Latin American Women/Themselves (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Satisfies Cultural Diversity Core Requirement****Offered Periodically**

After reading one general history of women and gender in Latin America, students will read testimonies by Latin American women. We will deal with the problem of the structure women give to their own lives in their narratives, as well as with more straightforward issues such as the sexual division of labor, and the nature of family and of gender relations in Latin America. The testimonies will be used as windows into objective and subjective history and the ways in which these two intersect.

*Deborah Levenson*

**HS 386 Ethnicity and Rebellion in Latin America (Spring: 3)****Satisfies Cultural Diversity Core Requirement****Offered Periodically**

The purpose of this course is to analyze the main cycles of rural unrest in Latin America since the late eighteenth century to the early twentieth century. Case studies will include different episodes of social upheaval in Mexico, Peru, Nicaragua, Bolivia, Brazil, and Guyana.

*Sergio Serulnikov*

**HS 434 History of Northern Ireland, 1912 to the Present (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Offered Periodically**

This course will explore in detail the origins of the political crisis in Northern Ireland. Particular attention will be paid to political, economic and social developments in the province. The turbulence of the last 28 years and the peace process which has successfully produced the landmark "Good Friday Agreement" will be examined. The course will

consider the challenges that remain for the new Northern Ireland Assembly and how that body will function within Northern Ireland and work with the British and Irish governments.

*Robert Savage*

**HS 435 Ireland Before the Famine (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Offered Periodically****Not open to students who have taken HS 115**

The course will focus on the social and economic determinants of Irish political history during the early Penal era, the Age of Revolution, the struggle for Catholic Emancipation and the mid-century crisis. Themes explored will include economic development, sectarianism, republicanism, colonialism, and women's studies.

*Kevin O'Neill*

**HS 438 Ireland Since the Famine (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 099

**Offered Periodically**

*Robert Savage*

**HS 441-442 Rise of Modern Germany I and II (Fall/Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Offered Periodically**

This class is designed for students who already have a general familiarity with European history and who desire an intensive examination of the problems surrounding the emergence of modern Germany, especially as seen by recent scholars. Although the course is open to all students who have completed the Core History program, it is particularly recommended for history, political science, and German majors. Students are urged to enroll in both semesters of this course. Generally, however, students who desire an in-depth analysis primarily centered on Nazi Germany are advised to select HS 143 Adolf Hitler and the Third Reich.

*Devin Pendas*

**HS 444 End of History and After (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Offered Periodically**

The ending of the Cold War and the collapse of socialism prompted a lively and intense debate about "the end of history." This course will investigate how such a strange notion could have arisen and attracted such serious attention, and whether this debate has any continuing effect on historical understanding and interpretation. More specifically, does it retain any useful meaning more than a decade after the end of the Cold War and in the aftermath of September 11? Major events that led to the idea will provide perspectives with which to assess its relevance to the post-Cold War world.

*James Cronin*

**HS 449 History of Poland (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Offered Periodically****Not open to students who have taken HS 271**

A survey of Polish history from the Middle Ages to the twentieth century. The main themes will be the partitions of Poland which destroyed the Polish republic in the eighteenth century, Poland's extraordinary political constitution before the partitions, the crucial experience of political non-existence after the partitions, Poland's fateful international geographic position between Germany and Russia, the richness of Polish culture and its

relation to Poland's political policies, the special role of the Catholic Church in Polish politics and culture throughout Polish history, and the consequences of Communism in Poland in the twentieth century.

*Lawrence Wolff*

**HS 454 Twentieth Century Russia (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Offered Periodically**

Whither Russia? What does the future hold for the world's largest nation, which has long surprised, horrified and astonished outside observers? Does Russia's turbulent past hold any clues for its future? We will seek to answer this question by surveying the course of twentieth-century Russian history from Tsar Nicholas II to President Putin, with an emphasis on the Soviet period. Topics covered include the Revolutions of 1905 and 1917, the Civil War, the NEP, Stalinism, World War II, the Cold War, Perestroika, the fall of Communism, the dissolution of the USSR, the Great Post-Soviet Depression, and recovery under Putin.

*Roberta Manning*

**HS 458 St. Petersburg/Leningrad: From Peter the Great to Putin (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Offered Periodically**

Through historical works, memoirs, film and literature, we will experience daily life and culture in Russia's second capital from its construction as a city of palaces on a swamp by day laborers to the present day. We will study Petersburg's monarchs, aristocrats, writers, artists, terrorists, serfs and the new industrial working class that toppled the monarchy and brought the Communists to political power for 75 years. We will examine Stalinism and the Terror in Leningrad, the city's heroic 900-day Siege in World War II, and the postwar blue collar Leningrad childhood of Russia's President Putin.

*Roberta Manning*

**HS 464 Europe Between Revolution and Reaction: 1814-1871 (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Offered Periodically**

This course will examine the development of Europe from the fall of Napoleon in 1814 to the end of the Franco-Prussian War in 1871, a period when the forces released by the French Revolution were transforming European society.

*Alan Reinerman*

**HS 465 European Diplomatic History, 1815-1914 (Spring: 3)**

**Offered Periodically**

A study of the major events and transformations in international relations from the Congress of Vienna to the outbreak of the Great War.

*Alan Reinerman*

**HS 469 Intellectual History of Modern Europe I (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

This course will focus on the nineteenth century, devoting main but not exclusive attention to the thinking and impacts of four, dead, white, straight, European males: Hegel, Marx, Nietzsche, and Freud. It will take seriously the terms just mentioned—death, whiteness, heterosexuality, masculinity and Europe—in examining the stories these major thinkers tell about the world and themselves.

*Paul Breines*

**HS 470 Intellectual History of Modern Europe II (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

This course is a continuation of HS 469

*Paul Breines*

**HS 476 The Culture of Athenian Democracy (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Cross Listed with CL 254**

**Offered Periodically**

See course description in the Classical Studies Department.

*Gail Hoffman*

**HS 489 France in the 19th Century (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Offered Periodically**

Beginning with an investigation of France's condition as it emerged from the great Revolution, the course will continue with Napoleon's liquidation of the Revolution and then trace the revolutionary legacy as it worked itself out in the political and social movements of the nineteenth century. The story of French economic development will be interwoven with the turbulent political and social history of the succeeding monarchies, empires, and republics, and the intervening revolutions of 1830, 1848, and 1870-71. The course will conclude with an examination of France on the eve of the First World War.

*Paul Spagnoli*

**HS 505 The History of New York City, 1776 to the Present (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Offered Periodically**

New York City has long occupied a unique place in the American imagination. For some the city has been utopia, symbolizing the nation's democratic promise. Others have looked to New York and seen, instead, an urban dystopia teeming with crime and corruption. This course will consider the city's history from the American Revolution to its contemporary resurgence, paying attention to the following: immigrants and their cultures; the Civil War draft riots; Coney Island and the rise of urban mass culture; the Harlem Renaissance; outerborough conservatism in the 1970s. We will make use of novels, memoirs, films, and other historical sources.

*David Quigley*

**HS 506 History of the American West (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Offered Periodically**

This course surveys the economic, political, social and cultural development of the trans-Mississippi west. Beginning with early European conquest of the region, the course explores the history of the western frontier as a zone of contact and conflict between Euro-Americans, Indians and Asian immigrants. We will also examine the rise of the modern urban West to a position of power in the twentieth century.

*Marilynn Johnson*

**HS 510 Text and Context: Ralph Ellison's *Invisible Man* and the Black Modern Experience (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Satisfies Cultural Diversity Core Requirement**

**Offered Periodically**

An interdisciplinary approach will be used to examine the historical, social, and cultural contexts for Ralph Ellison's *Invisible Man*. Specifically, bringing historical and cultural analysis to bear on a single work of fiction, this course will survey key themes in African American

life from 1899 to 1950 including migration, urbanization, the black modern aesthetic, black radicalism and black nationalism. With W.E.B. DuBois' concept of "double consciousness" in mind, the course explores how the black subject is in many ways both outside of, yet central, to the modern experience.

*Davarian Baldwin*

### **HS 518 U.S. Constitutional History II (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Offered Periodically**

This course focuses on the United States Supreme Court's interpretation of the Constitution. The presumption is that the Court's decisions reflect and shape American society's political, economic, social, and cultural history.

*Alan Rogers*

### **HS 526 Law and American Society (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Offered Periodically**

**Not open to students who have taken HS 253**

An examination of the role of the law in American life from colonial times to the present. This course is designed to acquaint the student with the influence of legal institutions upon the development of American political, social and economic patterns. Special attention will be given to the part played by the legal profession in the shaping of American society. This is not a course on the fine points of judicial logic, but a study of how Americans have viewed the law and use it to achieve their vision of a good society.

*Mark Gelfand*

### **HS 531 History of American Religion (Fall: 3)**

**Offered Periodically**

**Not open to students who have taken HS 244**

This course will explore the varieties of religious experience in America from the establishment of European colonies in the seventeenth century to the present. What have been the major religious movements in the United States, which has been described as "a nation with the soul of a church"? Surveying the major denominations and groups, especially within Christianity and Judaism, we will examine what Americans have believed about fundamental religious questions. We will also examine what religious people have done on the basis of their beliefs. We will study the ideas and actions of both religious leaders and average believers.

*James O'Toole*

### **HS 532 American Catholic History (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Offered Periodically**

**Not open to students who have taken HS 235**

This course will examine the history of the Roman Catholic church in America from 1492 to the present. Though the territory which became the United States was first settled by Europeans, Catholicism has existed in a largely non-Catholic America. We will examine how the church defined itself in that context, exploring such issues as: the establishment of the organization of the church throughout the country; the role of priests and religious women; immigration and the changing nature of the Catholic population; nativism and anti-Catholicism; and the growth of education as a charitable institution.

*James O'Toole*

### **HS 539 History of American Women I (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Offered Periodically**

This lecture-discussion course explores American women from European contact to the Civil War. Themes include the diversity of women's experience, views of women, the family, social movements, work and the law.

*Cynthia Lysterly*

### **HS 540 History of American Women II (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Offered Periodically**

This lecture-discussion course explores American women from the Civil War to the present. Themes include sexuality, the media, work, women in public life, suffrage and women's rights, and the diversity of women's experience.

*Cynthia Lysterly*

### **HS 551 U. S. 1912-1945 (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

This course will explore the significant political, economic and social developments in the United States between the election of Woodrow Wilson and the death of Franklin D. Roosevelt. Among the topics to be examined are the Progressive Spirit, the emergence of a consumer society, the ethnic and religious tensions in American life, the Great Depression and the New Deal, and American involvement in this century's two World Wars.

*Mark Gelfand*

### **HS 552 U. S. Since 1945 (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

This course will explore the significant political, economic, and social developments in the United States since the end of World War II. Although the focus will be on domestic affairs; foreign policy will also be discussed to the extent that it affected internal events. Among the topics to be examined are post-war prosperity, the Red Scare, the struggle for racial and sexual equality, student protests in the 1960s, the problems of the modern presidency, and the contemporary crisis in the American economy.

*Mark Gelfand*

### **HS 554 Race, Gender, and Sexuality in the American South**

**(Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Satisfies Cultural Diversity Core Requirement**

**Offered Periodically**

Exploration of the changing patterns of manhood and womanhood in the southern regions of the United States from the colonial period through the twentieth century, with emphasis on race and gender politics. Topics include slavery, labor, race, class relations, family life, sexuality, and violence.

*Crystal Feimster*

### **HS 555 Slavery, Race, and Abolition (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Offered Periodically**

**Not open to students who have taken HS 690**

This course will explore the central moral conflict in early America through the lens of cultural, religious, intellectual, and social history. We will examine the rise of abolition and the change in anti-slavery ideology and tactics over time, the proslavery argument, the way debates over slavery influence American culture and society, racism

and efforts to combat it, and the widening moral and cultural rifts between North and South over slavery. We will explore these issues by reading both the original pamphlets, newspapers, and books of the era and the pivotal interpretive works by historians.

*Cynthia Lyerly*

**HS 560 American Environment (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Offered Periodically**

**Not open to students who have taken HS 259**

The study of America's physical being from colonial settling to the present, examining the changes made ecologically to our public/private land and water. America imagined itself as bountiful and limitless in resources. Over time, reality has set in to show a nation ecologically in turmoil. Areas and issues studied include clearing the land, the impact of urbanization and suburbanization, transportation, American manufacturing from giant to rust belt, environmental protectors (e.g., Rachel Carson, John Muir), preserving national sites, and environmental racism.

*Andrew Bunie*

**HS 567 History of Sport in America (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Offered Periodically**

A look at recreation, leisure, and sports as a way of life in America, and as an integral part of the total society. Ranging from urban immigrant settlement house basketball in the early 1900's to present-day Holy War—BC-Notre Dame football. Emphasis is placed on class structure in athletics, the issue of race, monetary upward mobility, sports and the city, the nation's love affair with heroes, and more recently with heroines, as well as gender issues.

*Andrew Bunie*

**HS 571 U.S. Foreign Relations I (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

This course is the first half of a two semester survey of the history of U.S. foreign relations from the Revolutionary War through the present day. Students will examine conflicting interpretations of America's role in the world and trace how that role has changed as the nation grew from thirteen isolated, parochial communities on the Atlantic coast to the greatest military, and economic superpower in history. Important topics include the territorial expansion of the American "empire," the development of, and debate over, constitutional powers, and the struggle for American markets in Asia and elsewhere.

*Seth Jacobs*

**HS 572 U.S. Foreign Relations II (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

The continuation of HS 571.

*Seth Jacobs*

**HS 606 Racial Violence in American History (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Offered Periodically**

Examination of the role of violence in shaping the political, social and economic experiences of various racial groups in the United States. Emphasis on the racial, religious, and ethnic violence against Native Americans, European emigrants, the African Americans, Chicanos, and Asian Americans. Topics include: "trail of tears," slavery, manifest destiny, Reconstruction, lynching, Japanese internment camps, prostitution, the gold rush, and the Civil Rights Movement.

*Crystal Feimster*

**HS 607 The Wealth and Poverty of Nations (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Offered Periodically**

Since at least the eighteenth century, European writers have assumed that Europe was exceptional in its economic dynamism and in its level of economic development. This faith in European exceptionalism was maintained through much of the twentieth century, but has begun to be questioned in the last decade on the basis of new historical scholarship on Asia, in particular India and China. This course will introduce students to the conventional scholarship and its revisionist Asianist critiques. Readings will be drawn from Adam Smith, Thomas Malthus, Karl Marx, Max Weber, David Landes, Eric Jones, R. Bin Wong, Kenneth Pomeranz, and others.

*Prasanna Parthasarathi*

**HS 618 Managing Outcast Ireland (Spring: 3)**

**Offered Periodically**

A course organized, around the role and function of institutions in nineteenth and twentieth-century Ireland. Workhouses, lunatic asylums, reformatories, industrial schools and Magdalen asylums.

*Maria Luddy*

*Burns Scholar*

**HS 624 Colloquium: Culture and Communism in Eastern Europe (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Offered Periodically**

This course considers the impact and significance of communism in the twentieth-century for intellectual and cultural life in Eastern Europe. With particular attention to Poland, Czechoslovakia, and Yugoslavia, readings will include the works of such writers and intellectuals as Milosz, Kolakowski, and Michnik; Havel, Kundera, and Skvorecky; Andric, Djilas, and Kis. Issues addressed will include the cultural significance of communism for nationalism and religious identity, as well as literary and artistic life in Eastern Europe.

*Lawrence Wolff*

**HS 649 U. S.-Asian Wars of the Twentieth Century (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Offered Periodically**

This course examines the United States' burgeoning involvement in Asia during the twentieth century through analysis of four wars: the Philippine-American War, which led to the United States acquiring its first colonies; the Pacific conflict of World War II, which saw the United States emerge as the world's only nuclear power and a global hegemon; the Korean War, which militarized America's Cold War strategy of "containment" and set the tone for U.S. Policymaking over two decades; and the Vietnam War, which led to America's first defeat.

*Seth Jacobs*

**HS 654 Irish Women Emigrants: The Irish and American Context (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Offered Periodically**

An outstanding characteristic of emigration from Ireland to North America was the large number of women in the emigration stream. This seminar course will be an examination of Irish women and emigration beginning with study of conditions in Ireland that resulted in women leaving in such large numbers. Following that will be an examination of their experience as immigrants in North America.

Emphasis in the course will be on the use of research tools in historical work on Irish women, utilizing primary source materials such as estate papers, the letters women wrote home, and database characteristics of Irish women in America.

*Ruth-Ann Harris*

### **HS 665 Seminar in College Teaching: Women's Studies**

(Fall/Spring: 3)

*Prerequisites:* Any two semesters of HS 001 through HS 094, permission of instructor

**Cross Listed with EN 603**

This course is for students who have taken Introduction to Feminisms and who have been chosen to lead discussions in seminar groups. They meet weekly with the faculty advisor to discuss assigned readings—interdisciplinary feminist pedagogy—and with their respective seminar groups in Introduction to Feminisms.

*The Department*

### **HS 666 Travel and Espionage in the East: The European Image of the Other (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Offered Periodically**

This course will examine the motives of the travelers, the impact of their writings, and the policies and politics that they sought to advance. Specific topics include the following: psychology of the traveler, works of travel as literature and history, the genre of travel literature, views of Islam, Arabs and Turks, the appeal of the East, response to and reception of the foreigner, Muslim travelers in the West, the romantic impulse for travel and the Industrial Revolution.

*Benjamin Braude*

### **HS 849 Graduate Colloquium: Queer Theory and History (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Offered Periodically**

The course pursues four broad questions (or what might be called “queeries”): What is queer about Queer Theory? How did Queer Theory come into being? Of what uses might Queer Theory be to intellectual historians in particular and to historians generally? What skeptical or critical questions might historians ask of Queer Theory? Readings will include William B. Turner, *A Genealogy of Queer Theory*, Sigmund Freud, *Three Essays on the Theory of Sexuality*, Michel Foucault, *The History of Sexuality*, Judith Butler, *Gender Trouble*, Eve Kosofsky Sedgwick, *Epistemology of the Closet*, and Daniel Boyarin, et al., *Queer Theory and the Jewish Question*.

*Paul Breines*

## **Graduate Colloquia**

A colloquium consists of readings, primarily in secondary sources, on a series of selected topics. All graduate students are urged to take at least one colloquium each semester.

### **HS 805 Graduate Colloquium: Nation, Religion, and the Meaning of Modern (Spring: 3)**

**Offered Periodically**

Whereas it was once presumed that affiliation to the nation would replace religion as a universal experience of modernity, it is clear that religion has been both part and parcel of the rise of the nation-state and one of the greatest sources of tension within projects of state-sponsored modernization. Furthermore, the secularization thesis and the notion of “church” and “state” - increasingly seem less like norms and more

like anomalies. We will explore the state of the field on religion and nation, and use this topic as a means of introducing broad questions about modernization in Western and non-Western contexts.

*Rebecca Nedostup*

### **HS 842 Graduate Colloquium: Ireland Before 1850 (Fall: 3)**

This colloquium will explore some of the major issues in Irish history before 1850. The focus will be upon the development of a new post-revisionist Irish historiography. Reading will concentrate on works published in the last decade.

*Kevin O'Neill*

### **HS 843 Colloquium: Modern Irish History (Spring: 3)**

This colloquium will explore some of the major issues in Modern Irish History. Its primary focus will be on Revisionism and related developments in the writing of Irish social, economic and political history over the last two decades.

*Robert Savage*

### **HS 871 Colloquium: U.S. to 1877 (Fall: 3)**

This course is designed to familiarize students with critical issues and interpretations in the field of American history up to Reconstruction.

*David Quigley*

### **HS 872 Colloquium: U.S. History Since 1860 (Spring: 3)**

This course is designed to familiarize students with critical issues and interpretations in the field of American History since Reconstruction. We will pay particular attention to the relationship between recent developments in historiography and traditional approaches to modern American history.

*Marilynn Johnson*

### **HS 896 Core Colloquium: Early Modern European History (Fall: 3)**

**Required for all incoming Ph.D. students**

This course will serve as intellectual preparation for teaching the first half of the history department's Core course in modern history, which covers roughly the period from the late Middle Ages through the French Revolution. Equally important, however, the course will also serve more broadly as preparation for advanced study in history. The course is organized topically rather than chronologically, and readings have been chosen both because they treat an important topic in the period but also because of their significance for historical interpretation and practice today.

*Lawrence Wolff*

### **HS 897 Core Colloquium: Modern European History II (Spring: 3)**

**Required for all incoming Ph.D. students**

This colloquium will serve as a broad introduction to major themes, controversies, and historiographic developments in modern European history. The focus will be largely upon social and economic history.

*James Cronin*

## **Graduate Seminars**

### **HS 921 Seminar: Medieval European History (Fall: 3)**

Students in this seminar will write original research papers on some topic in medieval social, economic or political history. The topic will be one upon which the student and professor have agreed, and will be based primarily on original sources. Students will not only be required to write a paper, but to read and critique all papers written in

the seminar. The final paper will be a polished and rewritten piece incorporating the critiques of the professor and other graduate students in the seminar.

*Robin Fleming*

#### **HS 937 Seminar: Modern European History (Fall: 3)**

This course is designed to provide a structured setting within which students of modern European history can conceive and execute major research papers. The classes will focus primarily on historiography. Students will be free to select topics dealing with any aspect of modern European history and they will be encouraged to work in whatever national or regional setting they prefer and for which they have command of the language. Students will be expected to present a completed paper to the class for discussion.

*Peter Weiler*

#### **HS 971 Seminar: Nineteenth Century U.S. History (Fall: 3)**

*Kevin Kenny*

#### **HS 978 Seminar: Twentieth Century U.S. (Spring: 3)**

**Offered Periodically**

*James O'Toole*

#### **HS 992 Seminar: Dissertation Seminar (Spring: 3)**

The aim of this course is to bring together students beginning dissertations in various fields to discuss the substance of their research and problems of theory, method, and organization. Students will be expected to report on their dissertation proposal and to present, by the end of the semester, a section of the dissertation itself.

*Kevin Kenny*

### **Graduate Independent Study**

#### **HS 799 Readings and Research (Fall/Spring: 3)**

*The Department*

#### **HS 801 Thesis Seminar (Fall: 6)**

*The Department*

#### **HS 888 Interim Study (Fall/Spring: 0)**

*The Department*

#### **HS 997 Dissertation Workshop (Fall/Spring: 1)**

A 1-credit, tuition-based course required for students who have passed the Doctoral Comprehensive Examination. This course is non-graded.

*The Department*

#### **HS 998 Doctoral Comprehensives (Fall/Spring: 1)**

A 1-credit, tuition-based course for students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculated student for the one or two semesters used to prepare for the Comprehensive. This course is non-graded.

*The Department*

#### **HS 999 Doctoral Continuation (Fall/Spring: 1)**

A 1-credit, tuition-based course for all students who have been admitted to Ph.D. candidacy. Students are required to register and pay the tuition for Doctoral Continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation. This course is non-graded.

*The Department*

### **The Honors Program**

#### **Contacts**

- Director of the Honors Program: Dr. Mark O'Connor, 617-552-3315, [oconnoma@bc.edu](mailto:oconnoma@bc.edu)
- Administrative Secretary: Pat Dolan, 617-552-3315, [patricia.dolan@bc.edu](mailto:patricia.dolan@bc.edu)
- Website: <http://www.bc.edu/schools/cas/honors/>

#### ***The Structure of the Honors Program***

All Boston College undergraduates are required to do an extensive Core curriculum in the humanities and the natural and social sciences. The Honors Program provides students with the opportunity to complete most of this Core in a four-year sequence of courses and academic challenges that offers an integrated liberal arts education that one can find in few colleges or universities. On this solid foundation a student can then build a major concentration in one or more specialized disciplines, or add one of the interdisciplinary minors available to all students in the College.

The program offers small classes (no larger than fifteen students), the give and take of seminar discussion, the close personal attention of instructors, and the companionship of bright and eager classmates on the journey through the history of ideas. It also offers students a set of challenges matched to each level of their development: in first and second years an overview of the whole Western cultural tradition, in third year a course focused on the twentieth century's reinterpretation of the tradition, and in their final year the chance to bring together what they have learned in a thesis or creative project or in an integrative seminar.

The Honors Program office is located in a suite of rooms in Gasson Hall, the oldest of the buildings on the campus, designed in the early years of this century by the noted architect of the Gothic Revival style, Charles Donagh Maginnis. It includes a seminar room and a large library—the original library of the College—which is at the disposal of Honors Program students for study and also serves as the setting for lectures, concerts, and social gatherings for faculty and students.

#### **Freshman and Sophomore Year**

In their first two years, students take a course called The Western Cultural Tradition. This is a four-semester, 6-credit course, equal to two of the five courses BC students take each semester. It is taught in seminar fashion. The course content reflects the fact that the course fulfills the Core requirements in literature and writing, philosophy, theology, and social science. Though individual instructors vary their reading lists, there is broad agreement about the central texts. The first year deals with the classical tradition. It begins with Greek literature and philosophy, Latin literature, the Hebrew Bible and the New Testament, and continues through representative texts of the late Roman Empire and early Christianity, Thomas Aquinas, Dante, and medieval epic and romantic poetry and drama. The second year begins with Renaissance authors, continues with the religious and political theorists of the seventeenth century, the principal Enlightenment figures, the English and continental Romantics, major nineteenth-century writers such as Hegel, Kierkegaard, Dostoevsky, and Nietzsche, and ends with the seminal cultural theories of Darwin, Marx, and Freud.

This course is not a survey of the history of ideas taught out of anthologies. It is rigorously text-centered and the function of class discussion and the frequent writing assignments is to teach students to under-

stand and dissect arguments and presuppositions and to relate disparate evidence into coherent hypotheses about the works that have been central in the development of our contemporary intellectual tradition.

#### **Junior Year**

In junior year, students take an advanced seminar called the Twentieth Century and the Tradition. This two-semester course (three credits each semester) draws on literature, visual art, science, philosophy, religion, political theory, historical events such as the Holocaust, and developments such as the globalization of the economy and of information technology, in order to examine how the twentieth century has absorbed, criticized or reinterpreted the cultural tradition it inherited. Students are challenged to understand the interplay between the tradition and some of the significant critical currents in the intellectual culture of our century, for example, Marxism, psychoanalysis, comparative anthropology, structuralism and post-structuralism, feminism, and the third-world critique of Eurocentric culture. The aim of the course is to complete the work begun in freshman and sophomore years, to equip students with a critical understanding of contemporary culture that will enable them to live thoughtfully and responsibly. If they study abroad in their junior year they will normally take this course in senior year.

#### **Senior Year**

In their final year, students may choose either of two ways of finishing their work in the Program. They may write a senior thesis, which is ordinarily a 6-credit enterprise, spread over two semesters. This may be an extended research or analytic paper, or it may be a creative project involving performance in some medium. Students have written on topics as diverse as key words in the Russian text of Dostoevsky, the political organization of the European Community, a Massachusetts state senate campaign, the influence of alcoholic fathers on their sons, superconductivity, and the experience of open heart surgery. They have participated in original cancer research, and produced novels, dramas, operas, and electronic performance pieces. Most students do a thesis in the area of their major, under the direction of an advisor from their major department, but many like the challenge of working outside their own particular disciplines.

Students may choose, instead, to take part in integrative seminars where they will re-read certain key texts that they may have studied years earlier (Plato's Republic, for example) as a way of coming to understand their own experience of college education. The aim is to encourage them as seniors to rise above the specialized viewpoint of their majors in order to grasp the interconnections among contemporary ways of thinking and the principles of value and behavior that have been guiding their development implicitly during their college years.

#### **Honors Program Completion**

Students will receive Honors Program designation in the commencement program and on their academic records if they have completed the freshman, sophomore, and junior courses, either a senior thesis and/or two of the senior integrative seminars, and have maintained a minimum 3.4 GPA.

#### **Information for Study Abroad**

The Honors Program encourages students to study abroad, especially through their studies to work on language acquisition. Depending on the student's situation, the Honors Program is willing to defer the junior year Twentieth Century and Tradition sequence to senior year, and in certain cases (a full year abroad, and a senior thesis in the offing, with still

important requirements left in the major) it is willing to drop that requirement altogether. A student needs to petition, and the Honors Program will build its answer into the mentoring role they offer Honors Program students in fashioning their four-year curriculum.

#### ***Undergraduate Course Offerings***

**Note:** Future course offerings and courses offered on a periodic basis are listed at <http://www.bc.edu/courses/>.

##### **HP 001 Western Cultural Tradition I (Fall: 3)**

*Corequisite:* HP 002

**Satisfies Writing Core Requirement**

All students in the Honors Program are required to take Western Cultural Tradition I-IV (HP 001-HP 004) as freshmen and Western Cultural Tradition V-VIII (HP 031-HP 034) as sophomores. These are two 3-credit courses each semester (a total of 24 credits), and they substitute for the normal Core requirements in Theology, Philosophy, English and (for non-majors) Social Science. They are open only to students in A&S (about nine percent of the freshmen class) who have been selected by the Director in collaboration with the Office of Undergraduate Admission. All have been contacted by letter during the summer with instructions on registration.

*The Department*

##### **HP 002 Western Cultural Tradition II (Fall: 3)**

*Corequisite:* HP 001

**Satisfies Philosophy Core Requirement**

**Satisfies Writing Core Requirement**

See course description under HP 001.

*The Department*

##### **HP 003 Western Cultural Tradition III (Spring: 3)**

*Corequisite:* HP 004

**Satisfies Literature Core Requirement**

**Satisfies Theology Core Requirement**

Students in the Honors Program are required to take Western Cultural Tradition I-IV (HP 001-HP 004) as freshmen and Western Cultural Tradition V-VIII (HP 031-HP 034) as sophomores. These are two 3-credit courses each semester (a total of 24 credits), and they substitute for the normal Core requirements in Theology, Philosophy, English and (for non-majors) Social Science. They are open only to students in A&S (about nine percent of the freshmen class) who have been selected by the Director in collaboration with the Office of Undergraduate Admission. All have been contacted by letter during the summer with instructions on registration.

*The Department*

##### **HP 004 Western Cultural Tradition IV (Spring: 3)**

*Corequisite:* HP 003

**Satisfies Philosophy Core Requirement**

**Satisfies Theology Core Requirement**

See course description under HP 001.

*The Department*

##### **HP 031 Western Cultural Tradition V (Fall: 3)**

*Corequisite:* HP 032

**Satisfies Social Sciences Core Requirement**

See course description under HP 001.

*The Department*

**HP 032 Western Cultural Tradition VI (Fall: 3)***Corequisite:* HP 031

See course description under HP 001.

*The Department***HP 033 Western Cultural Tradition VII (Spring: 3)***Corequisite:* HP 034**Satisfies Social Sciences Core Requirement**

See course description under HP 001.

*The Department***HP 034 Western Cultural Tradition VIII (Spring: 3)***Corequisite:* HP 033

See course description under HP 001.

*The Department***HP 133 Twentieth Century and the Tradition I (Fall: 3)**

This is a continuation of the Western Cultural Tradition course into the twentieth century, and it is required of all Honors Program juniors. The course describes what happened to the tradition in the twentieth century, how it got criticized and rethought, and how it absorbed new forms of knowledge and new points of view. The first semester deals with the period up to World War II and focuses on both the excitement engendered by the cultural movement called Modernism and the darker forces that accompanied it.

*Marty Cohen**Christopher Conostas**Thomas Epstein**Mary Joe Hughes**Michael Martin**Susan Mattis**John Michalczyk**Kevin Newmark**Vanessa Rumble***HP 134 Twentieth Century and the Tradition II (Spring: 3)**

The second semester of this course deals with the key cultural issues of the latter half of the century, especially those grouped under the heading of Postmodernity. Here the focus will be on the fundamental critique of the tradition posed by post-structuralist cultural theories, feminism, deconstructionism, the communications revolution, changing views of non-Western cultures, and new perspectives centering on race, ethnicity, and gender. The crucial question to be addressed is whether, and on what terms, it is possible to construct a reliable identity and an adequate basis for moral choice and political action.

*Marty Cohen**Christopher Conostas**Mary Joe Hughes**Alan Lawson**Michael Martin**Susan Mattis**Kevin Newmark***HP 199 Readings and Research (Fall/Spring: 3)***The Department***HP 252 Senior Seminar: Odysseus to Ulysses (Spring: 3)**

HP 252 applies electronic technology to the study of texts from the Honors Program humanities curriculum. It provides the student with experience and pioneering expertise in the use of technology for the humanities. This is done while revisiting Homer and other authors. Students should expect to leave the seminar with writing and thinking

skills enhanced by the ability to incorporate hypertextual techniques and modes of thinking into their research, compositions, and other presentations. Those anticipating this new paradigm for reading and authoring content material in the twenty-first century should find this seminar enlightening and practical.

*Timothy Duket***HP 254 Senior Seminar: Law, Medicine, and Public Policy (Spring: 3)**

Law, Medicine and Public Policy examines legal and public policy issues in medicine. It is designed so that students take a position on difficult or emerging issues such as treatment of infants at the margins of viability, physician refusal of requested life-prolonging treatments, experimentation, new forms of reproduction, issues in managed care, etc. The goal is to have the students recognize inadequacies or difficulties in present practices and to formulate policies for new or developing issues in medicine. Class discussion is used to achieve this goal.

*John J. Paris, S.J.***HP 257 The World of St. Augustine (Spring: 3)**

This course considers Augustine's use of the images which accompany the (new) feast of Christmas/Epiphany and Easter; Augustine's discussions of the Pelagianism and Donatism and their sources from his world and from classical literature; and a consideration of the place of Rome in his thought. Central to this will be a consideration of the importance of imagination in theology. Our point of departure will be Garry Wills' new book on Augustine, Peter Brown's biography of Augustine, and R. A. Markus' study of Augustine.

*Thomas P. O'Malley, S.J.***HP 258 The Language of the Liturgy (Spring: 3)***Michael J Connolly***HP 259 Hitler, the Churches, and the Holocaust (Fall: 3)****Cross Listed with BK 314***Donald Dietrich***HP 260 Democracy and Art (Fall: 3)**

Through a wide range of readings, films, and other media, this course will explore the following questions: What is artistic excellence? Is it compatible with democratic ideals of social equality and justice? Are modern media and cultural diversity good or bad for the arts? What is taste? On what basis do we judge a work (a film, novel, song, painting, video game, poem) good or bad? Are some arts more democratic than others? How does American popular culture compare with the ideologically-based "people's art" of twentieth-century totalitarian regimes? Is there such a thing as a "democratic aesthetic"?

*Martha Bayles***HP 261 A Shakespeare Reprise (Fall: 3)****HP 299 Senior Honors Thesis (Fall/Spring: 3)***The Department***HP 399 Scholar of the College (Fall/Spring: 6)***The Department***International Studies****Contacts**

- Director: Robert G. Murphy, Associate Professor, Economics, Carney 333, 617-552-3688, [murphyro@bc.edu](mailto:murphyro@bc.edu)
- Academic Advisor/Program Administrator: Linda Gray MacKay, Hovey House 108, 617-552-0740, [mackayli@bc.edu](mailto:mackayli@bc.edu)
- Website: <http://www.bc.edu/isp/>

### Undergraduate Program Description

The International Studies Program offers an interdisciplinary curriculum to students interested in the international aspects of Arts and Sciences disciplines. Both a major and a minor are available to qualified students. Course offerings under the Program are drawn from nearly all departments in the College of Arts and Sciences. A key goal of the Program is to provide students with the opportunity to combine insights from different disciplines so as to develop a broad understanding of international affairs. The Program encourages study abroad and advanced study of a foreign language.

### Applying for the International Studies Major

Students are accepted into the International Studies major by application only. Approximately forty students will be accepted into the major each year, after they have completed one year of study at Boston College. Admission is determined by the Academic Board of the International Studies program, which includes faculty drawn from many departments and an associate dean from the College of Arts and Sciences. Criteria for admission include academic achievement (overall GPA, rigor of the academic program, and other noteworthy aspects of academic performance), strength of the faculty letter of recommendation, demonstrated personal and intellectual commitment to the field, quality of the student's personal statement, and foreign language proficiency (where applicable to the proposed course of study).

The deadline for submitting applications is mid-October. Applications and further details about the program are available on-line at <http://www.bc.edu/isp/>.

### Major Requirements

#### International Studies Core: Seven courses

- IN 500 Introduction to International Studies
- EC 131 Principles of Microeconomics
- EC 132 Principles of Macroeconomics
- Comparative Politics Course—one course from approved list
- TH 863 Ethics, Religion and International Politics
- History, Culture & Society—two courses from the following list: HS 055-056 Modern History I and II: Globalization, HS 067-068 Modern History I and II: Europe and the Americas, HS 571 U.S. Foreign Policy, SC 003 Introductory Anthropology, SC 040 Global Sociology, TH 161-162 The Religious Quest: Comparative Perspectives, TH 386 Ethics in a Comparative Perspective, TH 507 Introduction to Comparative Theology

#### Disciplinary Base: Six courses

Choose a Disciplinary Base in Economics, Political Science, or History, Culture and Society.

- Economics: EC 201 or EC 203 Microeconomic Theory, EC 202 or EC 204 Macroeconomic Theory, EC 151 or EC 157 Statistics, EC 228 Econometrics or EC 308 Game Theory in Economics  
Two electives chosen from: EC 271 International Economic Relations, EC 276 Political Economy of Developing Nations, EC 371 International Trade, EC 372 International Finance, EC 373 Economics of Latin America, EC 375 Economic Development
- Political Science: PO 041-042 Fundamentals I and II, One methods course, Three electives in International Politics or Comparative Politics from an approved list
- History, Culture and Society: Choose either the Ethics and

International Social Justice or the Global Cultural Studies option.

### Ethics and International Social Justice

Foundational courses—one in each of the following two areas: *Foundations in Moral Philosophy, Religious Ethics, or Political Theory* Choose one of the following: PL 440 Historical Introduction to Western Moral Theory, PL 500 Philosophy of Law, PL 524 Ethics: An Introduction, L 594 Foundations of Ethics, PO 648 Natural Justice and Moral Relativism, TH 160 The Challenge of Justice, TH 507 Introduction to Comparative Theology, TH 762 Christian Ethics: Major Figures

- *Foundations in the Social Sciences (providing an introduction to this approach)* Choose one of the following: HS 300 The Study and Writing of History (section selected with attention to its relevance to International Studies), PO 415 Models of Politics, PO 422 Comparative Social Movements, EC 234 Economics and Catholic Social Teaching, EC 271 International Economic Relations, EC 276 The Political Economy of Developing Nations, SC 003 Introduction to Anthropology, SC 093 Comparative Social Change, SC 215 Social Theory
- Electives—Select electives according to one of the following options:

*Normative Option.* Four electives in the area of normative philosophical, theological, or normative political approaches to international affairs

*Thematic Option.* Four electives in the social sciences, including history, focusing on a thematic topic in international affairs such as inequality, war and peace, global social institutions and movements, the pursuit of economic justice, racial justice, or gender justice

*Area Option.* Four electives focusing on the study of questions of social justice in one geographic region

- **Global Cultural Studies**

Foundational Courses

*Theoretical Perspectives on Culture and/or the Arts*—One course in each of the following two areas.

Choose one of the following: EN 173 Introduction to Literary and Cultural Theory, EN 232 Literature and Social Change, FA 109 Aspects of Art, FM 381 Propaganda Film, PS 254 Cultural Psychology, SC 003 Introductory Anthropology, SC 093 Comparative Social Change, HP 134 Twentieth Century and the Tradition II (only available to students enrolled in the Honors Program)

*Research Strategies and Methods for the Study of Culture*

Choose one of the following: HS 300 Study and Writing of History (section selected with attention to its relevance to International Studies), SC 210 Research Methods, SC 509 Feminist Approaches to Theory and Methodology, SC 511 Ethnography and Field Research, SL 279 Language and Ethnicity

Electives—Select according to one of the following options:

*Global Culture and the Humanities Option.* Four electives that examine or compare cultures through works of literature, the fine arts, theology, and/or philosophy, involving themes such as a comparative study of artistic production, literature, religious belief, epistemology, or a study of the insights and cultural func-

tions of literature and the arts.

*Global Culture, History, and the Social Sciences Option.* Four electives in the social sciences, history, and/or communications that focus on a thematic topic such as the study of technology, race, sexuality, business, aging, myth and symbolism, identity, or kinship in an international context.

*Area Option.* Four electives focusing on the study of culture in one geographic region.

#### Senior Year Research and Writing Project: Two courses

- Fall: Senior Seminar: IN 530
- Spring: Senior Thesis, faculty-undergraduate research project, or research/writing/internship

#### Minor Requirements

The International Studies Minor consists of six courses. Students enrolling in the Minor must select one of the following Thematic Concentrations and submit an enrollment form to the International Studies office:

- International Cooperation and Conflict
- International Political Economy
- Development Studies
- Ethics and International Social Justice
- Global Cultural Studies

The curriculum of the International Studies Minor is as follows:

- Foundation Course I: IN 510/PO 510 Globalization is required of all minors.
- Foundation Course II: Students select one course from the list of courses approved for the student's chosen Thematic Concentration.
- Thematic Concentration Electives: Students select three elective courses from the list of courses approved for the student's chosen Thematic Concentration. In selecting electives, students must bear in mind the university's requirement that the six courses for the minor must come from at least three different academic departments. The specific courses approved for each Thematic Concentration are reviewed and updated regularly by the Academic Board of the International Studies program. For a list of courses, visit the International Studies website at [www.bc.edu/isp](http://www.bc.edu/isp).
- Senior Seminar: Required of all Minors. This seminar, with its semester-long research paper in the student's chosen Thematic Concentration, provides a capstone for the Minor. Exceptions to this requirement will be allowed in cases where seminar offerings are not available. Where exceptions are granted, the student must substitute an elective course within the student's Thematic Concentration. When exceptions are granted, the student is still required to complete a semester-long research paper as a component of this substituted course. Presently, two seminar options are available: IN 504/TH 504 Ethics in International Studies (usually offered in the fall semester) and IN 550/SC 500 International Studies Seminar (usually offered in the spring semester).

University regulations permit one course taken for the student's academic major or the University Core to be counted also toward the requirements of the Minor.

Advanced study of a foreign language and Principles of Economics (EC 131-132) are strongly recommended for all students pursuing the Minor in International Studies.

Additional information about the International Studies Minor and an enrollment form are available on the International Studies website at <http://www.bc.edu/isp/>.

#### Information for First Year Students

Freshmen who are considering applying to become International Studies majors in their sophomore year should consider taking the following courses to fulfill their social science University Core requirement and to fulfill the core requirement in Economics for the International Studies major:

- EC 131 Principles of Microeconomics
- EC 132 Principles of Macroeconomics

Although the following courses are not required, they provide excellent background for the major in International Studies, fulfill University Core requirements in Theology and History, and may be used to fulfill the International Studies core requirement in History, Culture, and Society:

- TH 161-162 The Religious Quest I and II
- HS 055-056 Modern History I and II: Globalization or HS 067-068 Modern History I and II: Europe and the Americas

#### Information for Study Abroad

Many International Studies majors benefit from studying abroad. Students can transfer credit for two courses taken in each semester that they spend studying abroad.

Students contemplating writing a senior honors thesis who plan to be abroad during the spring of their junior year when the normal application process for an honors thesis occurs, are strongly urged to plan ahead. They should try to establish a thesis topic and identify a faculty member who is willing to supervise their work before they leave Boston College. While abroad, such students should keep in contact by e-mail with their thesis adviser.

For more information, contact Linda Gray MacKay, International Studies Program Administrator at [mackayli@bc.edu](mailto:mackayli@bc.edu) or 617-552-0740.

#### Undergraduate Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at <http://www.bc.edu/courses/>.

IN 209 International Conflict Management (Fall: 3)

IN 299 Independent Study (Fall/Spring: 3)

IN 497 Senior Honors Research (Fall: 3)

IN 498 Senior Honors Thesis (Spring: 3)

IN 510 Globalization (Fall: 3)

IN 540 Research Methods in International Studies (Fall: 3)

IN 601 Advanced Independent Research (Fall/Spring: 6)

#### Undergraduate and Graduate Course Offerings

IN 500 Introduction to International Studies (Spring: 3)

Cross Listed with PO 500

This course is open to undergraduate students who have not yet taken PO 501 or PO 507.

See course description in the Political Science Department.

Donald Hafner

**IN 504 Seminar: Ethics in International Studies (Fall: 3)**  
Cross Listed with TH 504

Open to Seniors in International Studies and others with the permission of the instructor

See course description in the Theology Department.

*Donald J. Dietrich*

**IN 520 International Organizations and International Law**  
Open to International Studies majors and minors, others permission of the International Studies Program.

This course examines the role of international organizations in the world today. It takes as its starting point the academic (and practical) debate about the utility of international institutions in world politics. In particular, the course will focus on how intergovernmental organizations (IGOs), international law, and non-governmental organizations (NGOs) deal with a number of international issues, including security, economics, development and environmental concerns.

*Hiroshi Nakazato*

**IN 530 International Studies Senior Seminar (Fall: 3)**

Open to senior International Studies majors, others by permission of the instructor

This course serves as the required capstone seminar for students majoring in International Studies. The course covers themes and issues central to international affairs and compares the various approaches that different disciplines apply to these themes and issues. A key goal of the course is help students integrate what they have learned through their particular track within the International Studies major into the broader dimensions of the field of International Studies.

*Paul Gray*

**IN 539 Humanitarian Crises and Refugees: Ethical, Politics and Religious (Fall: 3)**

**IN 540 Research Methods in International Studies (Fall: 3)**

Open to International Studies majors, others by permission of the International Studies Program

This course is designed specifically for International Studies majors. The course lays the groundwork for understanding qualitative research methods in the social sciences. It completes the "methods course" requirement in the Political Science track, and is equivalent to a methods course in the History, Culture and Society track for either the Ethics and International Social Justice option or the Global Cultural Studies option..

*Hiroshi Nakazato*

**IN 600 Ethics, Religion and International Politics (Spring: 3)**

Cross Listed with TH 563

See Theology Department for registration approval. Preference to Theology and International Studies majors and minors.

See course description in the Theology Department.

*David Hollenbach, S.J.*

## Mathematics

### Faculty

**Stanley J. Bezuska, S.J.**, *Professor Emeritus and Director of the Mathematics Institute*; A.B., A.M., M.S., Boston College; S.T.L., Weston College; Ph.D., Brown University

**Gerald G. Bilodeau**, *Professor Emeritus*; A.M., Ph.D., Harvard University

**John F. Caulfield, S.J.**, *Professor Emeritus*; A.B., Boston College

**Avner Ash**, *Professor*; A.B., Ph.D., Harvard University

**Jenny A. Baglivo**, *Professor*; B.A., Fordham University; M.A., M.S., Ph.D., Syracuse University

**Solomon Friedberg**, *Professor*; B.A., University of California, San Diego; M.S., Ph.D., University of Chicago

**Margaret J. Kenney**, *Professor*; B.S., M.A., Boston College; Ph.D., Boston University

**G. Robert Meyerhoff**, *Professor*; A.B., Brown University; Ph.D., Princeton University

**Mark Reeder**, *Professor*; B.A., Humboldt State University; M.S., University of Oregon; Ph.D., Ohio State University

**Paul R. Thie**, *Professor*; B.S., Canisius College; Ph.D., University of Notre Dame

**Robert J. Bond**, *Associate Professor*; A.B., Boston College; Ph.D., Brown University

**Martin J. Bridgeman**, *Associate Professor*; B.A., Trinity College, Dublin; M.A., Ph.D., Princeton University

**Daniel W. Chambers**, *Associate Professor*; B.S., University of Notre Dame; A.M., Ph.D., University of Maryland

**C.K. Cheung**, *Associate Professor*; B.Sc., University of Hong Kong; Ph.D., University of California

**Robert H. Gross**, *Associate Professor*; A.B., Princeton University; Ph.D., Massachusetts Institute of Technology

**Richard A. Jenson**, *Associate Professor*; A.B., Dartmouth College; A.M., Ph.D., University of Illinois at Chicago Circle

**William J. Keane**, *Associate Professor*; A.B., Boston College; M.S., Ph.D., University of Notre Dame

**Gerard E. Keough**, *Associate Professor*; Chairperson of the Department; A.B., Boston College; Ph.D., Indiana University

**Charles Landraitis**, *Associate Professor*; A.B., Wesleyan University; M.S., University of Pennsylvania; A.M., Ph.D., Dartmouth College

**Rennie Mirolo**, *Associate Professor*; B.A., Columbia College; Ph.D., Harvard University

**Nancy E. Rallis**, *Associate Professor*; A.B., Vassar College; M.A., Ph.D., Indiana University

**Ned I. Rosen**, *Associate Professor*; B.S., Tufts University; M.A., Ph.D., University of Michigan

**Marie Clote**, *Adjunct Assistant Professor*; M.A., D.E.A., University Paris VII

**Robert C. Reed**, *Adjunct Assistant Professor*; B.A., University of California at Berkeley; Ph.D., University of Wisconsin at Madison

**Howard D. Troughton**, *Lecturer*; B.A., Concordia University; M.Sc., University of Toronto; M.E.Des., University of Calgary

### Contacts

- Department Office: Carney Hall, Room 301
- Department Phone: 617-552-3750
- Department Fax: 617-552-3789
- Website: <http://www.bc.edu/math/>

### Undergraduate Program Description

The Mathematics program for majors is designed to provide a solid foundation in the main areas of mathematics and mathematical applications. Course work is offered in preparation for careers in the actuarial profession, applied areas of government and industry, and education. Mathematics majors also make excellent candidates for law school.

Courses are also available to support graduate study in pure and applied mathematics, computer science, operations research, and quantitative business management.

### Major Requirements

For students in the classes of 2007 and later, the Mathematics major requires completion of twelve (12) courses, as follows:

- Six (6) required courses  
MT 103 Calculus II (Math/Science Majors) or MT 105 Calculus II-AP (Math/Science Majors)  
MT 202 Multivariable Calculus  
MT 210 Linear Algebra  
MT 216 Introduction to Abstract Mathematics  
MT 310 Introduction to Abstract Algebra  
MT 320 Introduction to Analysis
- Six (6) elective courses  
Chosen from MT electives numbered 400 and above 800
- A grade point average of at least 1.67 in the MT courses used to fulfill the major

Well-prepared students may omit some of the required Calculus courses, after consultation with the Chairperson. However, students placing out of one or more required Calculus courses may be required to substitute an MT elective course for each required course omitted.

In order to fully appreciate the role of mathematics in other disciplines, we strongly recommend that all students of Mathematics supplement their programs of study with courses in at least one other discipline where Mathematics plays an important role, such as in Physics, Computer Science, Economics, Psychology, and even Philosophy.

### Departmental Honors

The Department offers to qualified Mathematics majors the opportunity to graduate with Departmental Honors. Students considering graduate school in Mathematics would especially benefit from completing this program.

Requirements for Departmental Honors normally include completion of the mathematics major, as listed above, together with these additional components:

- Completion of MT 695 Honors Seminar (offered in spring semester) or, with approval, substitution of an MT 499 Readings and Research course
- Completion of two graduate level classes (numbered MT 800 or above)
- A grade point average of at least 3.0 in MT courses numbered 300 or above

Any student considering Departmental honors should talk with his or her faculty advisor or the Chairperson no later than the beginning of the junior year, to formalize the program necessary to complete the major with the Honors designation.

### Minor in Mathematics

The Mathematics minor requires completion of six (6) courses, as follows: Three (3) required courses: MT 101 Calculus II or MT 103 Calculus II (Math/Science majors) or MT 105 Calculus II-AP (Math/Science Majors), MT 202 Multivariable Calculus, MT 210 Linear Algebra Three (3) elective courses, chosen from among the following: MT 216 Algebraic Structures, MT 245 Discrete Mathematics, MT 305 Advanced Calculus (Science majors), MT 310 Introduction to Abstract Algebra, MT 320 Introduction to Analysis, Any MT major course numbered 400 or higher

Well-prepared students may omit some of the required courses, upon recommendation of the Chairperson. However, students placing out of one or more required courses are required to substitute other elective courses for each course omitted. A minimum of six (6) courses is required to complete the minor in all cases.

Certain elective courses are particularly well-suited for students minoring in Mathematics, according to their major:

- **Biology and Chemistry**  
MT 410 Differential Equations  
MT 426 Mathematical Probability  
MT 427 Mathematical Statistics  
MT 470 Modelling
- **Computer Science**  
Either MT 245 Discrete Mathematics or CS 245 Discrete Mathematics or MT 445 Applied Combinatorics  
MT 414 Numerical Analysis  
MT 426 Mathematical Probability  
MT 427 Mathematical Statistics  
MT 430 Number Theory  
MT 435-MT 436 Mathematical Programming I and II  
MT 470 Modelling
- **Economics**  
MT 410 Differential Equations  
MT 414 Numerical Analysis  
MT 426 Mathematical Probability  
MT 427 Mathematical Statistics  
MT 435-MT 436 Mathematical Programming I and II  
MT 470 Modelling
- **Physics**  
MT 410 Differential Equations  
MT 414 Numerical Analysis  
MT 426 Mathematical Probability  
MT 427 Mathematical Statistics  
MT 440 Dynamical Systems  
MT 451 Euclidean and Non-Euclidean Geometry  
MT 460 Complex Variables  
MT 470 Modelling

### Information for Study Abroad

Normally, Mathematics majors should have completed all required Calculus courses, MT 210, and MT 216 before going abroad. For students abroad in the second semester of junior year only, it is also strongly recommended that you complete one of either MT 310 or MT 320 before leaving.

Students may take no more than two mathematics courses for credit towards the mathematics major while abroad (in fact, a majority complete only one course). All mathematics courses to be used for major credit must be approved beforehand.

There are no restrictions on what type of mathematics course you may take while abroad, but usually each will be counted as an elective. Choices most commonly available include courses in Differential Equations, Numerical Analysis, Graph Theory/Combinatorics, Number Theory, Complex Analysis, Probability and Statistics, Mathematical Modeling, and Operations Research.

Substitutes for the required courses MT 310 Introduction to Abstract Algebra and MT 320 Introduction to Analysis may be available while abroad. However, these titles are generic, and thus it is

extremely important that you check with the Department about taking either one of these two courses abroad, to be sure that the level of the course matches your background.

Our most recent students taking courses overseas have enrolled in programs at King's College London, the London School of Economics, the University of Glasgow, the University of Copenhagen, University of Melbourne, and Murdoch University. For course approval, contact Professor Keough (Chairperson), Professor Rosen (Assistant Chairperson), or Professor Reeder (Study Abroad Advisor for Mathematics).

### **Choosing Courses and Fulfilling Core Requirements**

All students at Boston College are required to complete one mathematics course as part of the University Core Curriculum. A score of 4 or higher on either the AB or BC Advanced Placement Exam (once recorded on your transcript by the Admissions Office) exempts you from this Core requirement.

Some schools or major programs, however, may require more than this minimum, or perhaps require a specific Calculus course or courses. Basic guidelines for students who fall into these categories (or who are seriously thinking about choosing majors in these categories) are as follows:

#### **Majors in Mathematics, Physics, Chemistry, Geology, or Geophysics**

Enroll in your first semester of freshman year in one of the Calculus courses MT 102 (Calculus I/Math and Science), MT 105 (Calculus II-AP/Math and Science), or MT 202 (Multivariable Calculus). If you have had a solid year of calculus, MT 105 is usually the most appropriate choice. Particularly well-prepared students should consider MT 202, especially if they have received a score of 5 on the Calculus BC AP exam.

#### **Majors in Biology or Computer Science, and all Premedical students**

Enroll in your first semester of freshman year in one of the Calculus courses MT 100 (Calculus I), MT 101 (Calculus II), or MT 202 (Multivariable Calculus). If you have had a solid year of calculus (the AB curriculum), MT 101 is usually the most appropriate choice. Particularly well-prepared students should consider MT 202. If you have a strong interest in mathematics, you should consider choosing a Calculus course from the MT 102-MT 105-MT 202 sequence mentioned above.

#### **Carroll School of Management students**

If you have not received AP credit for Calculus, you should complete one of the Calculus courses MT 100 (Calculus I), MT 101 (Calculus II), or MT 202 (Multivariable Calculus) in one of the semesters of freshman year. If you have had a year of calculus, MT 101 is usually the most appropriate choice. Particularly well-prepared students should consider MT 202. If you have a strong interest in mathematics, you should consider choosing a Calculus course from the MT 102-MT 105-MT 202 sequence mentioned above.

#### **Other students**

For all other students seeking to fulfill the Core requirement in mathematics, you may take a Core-level mathematics course at any time—it need not be (and sometimes simply cannot be) completed right away in freshman year. You certainly have the option to elect a Calculus course for the Core requirement, but there often may be more appropriate course selections available to you, such as:

- MT 004 Finite Mathematics (e.g., Psychology majors, Nursing students)

- MT 005 Linear Mathematics (e.g., Psychology majors)
- MT 007 Ideas in Mathematics
- MT 190 Mathematics for Teachers (e.g., LSOE students in Elementary Education or Human Development)

For more complete information on course selection, please visit the course selection area of the Mathematics Department website at <http://www.bc.edu/math/>.

### **Graduate Program Description**

#### **Master of Arts Program**

The Department of Mathematics offers a flexible M.A. program for students wishing to study mathematics at an advanced level. Beyond the common core of required courses described below, students may elect courses according to their individual interests. Courses are available in both pure and applied areas for students wanting to broaden their background for entrance to a doctoral program or before seeking employment in government, industry, or education.

In particular, pure mathematics courses are routinely offered in real and complex analysis, algebra, and logic. In applied areas, courses to meet specific needs are provided, including MT 850 Methods of Applied Mathematics. For a student interested in a career in actuarial mathematics, the department offers courses in probability and statistics, numerical analysis, and mathematical programming (operations research), together with occasional offerings of MT 851 Stochastic Processes and MT 853 Topics in Modern Statistics. Students interested in computer science may consider courses offered by the Computer Science Department in the College of Arts and Sciences, at the level of Computer Science II and higher.

Students interested in a teaching career at the secondary level should be aware that because of certification requirements, unless approved equivalents have been taken previously, their course work should include the following:

- MT 451 Euclidean and Non-Euclidean Geometry
- MT 426-427 Probability and Mathematical Statistics
- Some exposure to the use of computers in mathematics, in courses such as Scientific Computing

The requirements for the degree are 30 credit hours of courses (ten courses) in the Department and participation in a 3 credit seminar (MT 903). Under special circumstances, with the approval of the Graduate Committee and the Department Chairperson, a student can satisfy the degree requirements with 27 credit hours of courses (nine courses) and a thesis (six credit hours).

Among the ten courses used for graduation, students are required to include (or have the equivalent of) MT 804-805 Analysis I-II, MT 816-817 Modern Algebra I-II, MT 814 Complex Variables I, and one additional course at the level of 800 or higher. All students must pass a written comprehensive examination in analysis and algebra (based on MT 804-805 and MT 816-817).

Subject to approval of the Graduate Committee, a student may receive credit for the following undergraduate courses: MT 414 Numerical Analysis, MT 426 Probability, MT 427 Mathematical Statistics, MT 430 Number Theory, MT 435-436 Mathematical Programming I-II, MT 440 Dynamical Systems, MT 445 Applied Combinatorics, MT 451 Euclidean and Non-Euclidean Geometry, MT 470 Modelling, and Computer Science major courses beyond Computer Science I. However, students may be required to do extra

work in these courses in order to earn graduate credit. Beyond the ten courses used to satisfy the degree requirements, students may take some additional courses in or outside the Department.

Each graduate student should consult with the Director of the Graduate Program to develop a program suitable for his or her needs. Final approval for each student's program is granted by the Graduate Committee.

#### Master of Science in Teaching Program

The Master of Science in Teaching (M.S.T.) program is administered through the Lynch School of Education in cooperation with the Department of Mathematics. Application for the program is made to the Lynch School of Education, and students must be accepted by both the Lynch School of Education and the Department of Mathematics.

This program is designed either for experienced teachers or for prospective teachers. It is a two-year program that consists of 46 credits, of which 31 are in Education and 15 are in Mathematics. All master's programs leading to certification in secondary education include practica experiences in addition to course work. Students seeking certification in Massachusetts are required to pass the Massachusetts Educators Certification Test. Degree candidates draw up an overall plan of study with joint advisement from the Director of the Graduate Program in Mathematics and the advisor for the M.S.T. program in the Lynch School of Education. For further information on the M.S.T., please refer to the Master's Programs in Secondary Teaching in the Lynch School of Education section of the University Catalog or call the Office of Graduate Admissions, LSOE, at 617-552-4214.

Of the five courses which comprise the mathematics component of the M.S.T., candidates are required to complete MT 804-805 Analysis I-II, which should be completed in the first year. The other three must be MT courses at or above the 400-level. Because of certification requirements, unless approved equivalents have been taken previously, these required courses should include the following:

- MT 451 Euclidean and Non-Euclidean Geometry
- MT 426-427 Probability and Mathematical Statistics
- Some exposure to the use of computers in mathematics that may be accomplished by any Computer Science major course beyond Computer Science I

Other courses particularly well suited for this program are MT 430 Number Theory and MT 475 History of Mathematics.

M.S.T. candidates must also pass an oral comprehensive examination and submit a brief expository paper in some area of mathematics.

#### Mathematics M.A.-M.B.A. Dual Degree

This dual degree program is offered in conjunction with the Carroll Graduate School of Management. Students must be accepted into both programs. The program takes three years, the first of which is the same as the Mathematics M.A. (eighteen credits in mathematics including MT 804-805 and MT 816-817). The second year is all management, the equivalent to the first year of the M.B.A. program.

After completion of the second year, 24 credits remain, 12 each in mathematics and in management. A student may take six management credits in the summer, in which case only 18 credits need to be taken in the third year and a Mathematics Teaching Fellowship is possible. Alternatively, all 24 credits may be taken in year three, which precludes a Teaching Fellowship, although some Research Fellowships in CGSOM may be available.

The Mathematics requirements for the dual degree program are identical to the regular Mathematics M.A., including the Comprehensive Exam, except that only 30 credits (rather than 33) are required and the Graduate Seminar is not required. The Management requirements amount to the M.B.A. requirements minus 12 credits of electives.

#### Undergraduate Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at <http://www.bc.edu/courses/>.

#### MT 004 Finite Probability and Applications (Fall/Spring: 3)

Satisfies Mathematics Core Requirement

Not open to students who have completed their Mathematics Core Curriculum Requirement without permission of the Department Chairperson (except for Psychology majors completing their second mathematics corequisite).

This course, for students in the humanities, the social sciences, School of Education, and School of Nursing, is an introduction to finite combinatorics and probability, emphasizing applications. Topics include finite sets and partitions, enumeration, probability, expectation, and random variables.

#### MT 005 Linear Mathematics and Applications (Fall/Spring: 3)

Satisfies Mathematics Core Requirement

Not open to students who have completed their Mathematics Core Curriculum Requirement without permission of the Department Chairperson (except for Psychology majors completing their second mathematics corequisite).

This is an introduction to linear methods and their applications. Topics include systems of equations, matrices, modeling, linear programming, and Markov chains.

#### MT 007 Ideas in Mathematics (Spring: 3)

Satisfies Mathematics Core Requirement

Not open to students who have completed their Mathematics Core Curriculum Requirement without permission of the Department Chairperson.

This course is designed to introduce the student to the spirit, beauty, and vitality of mathematics. The emphasis is on development of ideas rather than problem solving skills. Topics vary, but are typically chosen from diverse areas such as geometry, number theory, computation, and graph theory.

#### MT 100 Calculus I (Fall/Spring: 4)

*Prerequisite:* Trigonometry

Satisfies Mathematics Core Requirement

MT 100 is not open to students who have completed a calculus course at the college level. Students contemplating majors in Chemistry, Computer Science/B.S., Geology/Geophysics, Mathematics, or Physics should enroll in MT 102 Calculus I for Mathematics and Science Majors, rather than MT 100.

MT 100 is a first course in the calculus of one variable intended for biology, computer science, economics, management, and premedical students. It is open to others who are qualified and desire a more rigorous mathematics course at the core level. Topics include a brief review of polynomials, trigonometric, exponential, and logarithmic functions, followed by discussion of limits, derivatives, and applications of differential calculus to real-world problem areas. The course concludes with an introduction to integration.

**MT 101 Calculus II (Fall/Spring: 4)**

*Prerequisite:* MT 100

**Satisfies Mathematics Core Requirement**

MT 101 is not open to students who have completed MT 103 or MT 105. Students contemplating majors in Chemistry, Computer Science/B.S., Geology/Geophysics, Mathematics, or Physics should enroll in either MT 103 Calculus II for Math and Science Majors (Spring) or MT 105 Calculus II-AP for Math and Science Majors (Fall), rather than MT 101.

MT 101 is a second course in the calculus of one variable intended for biology, computer science, economics, management, and premedical students. It is open to others who are qualified and desire a more rigorous mathematics course at the core level. Topics include an overview of integration, basic techniques for integration, a variety of applications of integration, and an introduction to (systems of) differential equations.

**MT 102 Calculus I (Mathematics/Science Majors) (Fall: 4)**

*Prerequisite:* Trigonometry

**Satisfies Mathematics Core Requirement**

Not open to students who have completed a calculus course at the college level.

MT 102 is a first course in the calculus of one variable intended for Chemistry, Computer Science/B.S., Geology/Geophysics, Mathematics, and Physics majors. It is open to others who are qualified and desire a more rigorous calculus course than MT 100. Topics covered include the algebraic and analytic properties of the real number system, functions, limits, derivatives, and an introduction to integration.

**MT 103 Calculus II (Mathematics/Science Majors) (Spring: 4)**

*Prerequisite:* MT 102

**Satisfies Mathematics Core Requirement**

Not open to a student who has completed MT 105.

MT 103 is a continuation of MT 102. Topics covered in the course include several algebraic techniques of integration, many applications of integration, and infinite sequences and series.

**MT 105 Calculus II-AP (Math/Science Majors) (Fall: 3)**

Not open to students who have completed MT 103.

MT 105 is a second course in the calculus of one variable intended for Chemistry, Computer Science/B.S., Geology/Geophysics, Mathematics, and Physics majors. It is designed for students who have completed either MT 101 or a year of Calculus in high school at either the AB or BC curriculum level, but who are not yet prepared to advance to MT 202 Multivariable Calculus. The course first reviews the primary techniques and interesting applications of integration. The remainder of the course provides an introduction to the topics of infinite sequences and series. Other topics may be introduced as time permits.

**MT 190 Fundamentals of Mathematics I (Fall/Spring: 3)**

**Satisfies Mathematics Core Requirement**

**Restricted to Lynch School of Education students**

MT 190-191 is a course sequence designed for those who plan to teach mathematics in grades K-9. The emphasis is on the content of mathematics in the emerging K-9 curriculum and its interface with current major issues in mathematics education—problem solving and technology. Topics to be covered include the real number system—with motivational activities and applications, functions and their graphs, problem solving with calculators and computers, and elements of probability and statistics.

**MT 191 Fundamentals of Mathematics II (Spring: 3)**

*Prerequisite:* MT 190

**Satisfies Mathematics Core Requirement**

**Restricted to Lynch School of Education students**

This course is a continuation of MT 190.

**MT 202 Multivariable Calculus (Fall/Spring: 4)**

*Prerequisites:* MT 103 or MT 105 or permission of instructor

**Satisfies Mathematics Core Requirement**

This course is for students majoring in Chemistry, Computer Science/B.S., Geology-Geophysics, Geophysics, Mathematics, and Physics, as well as other students who have completed integral Calculus.

Topics in this course include vectors in two and three dimensions, analytic geometry of three dimensions, parametric curves, partial derivatives, the gradient, optimization in several variables, multiple integration with change of variables across different coordinate systems, line integrals, and Green's Theorem.

**MT 210 Linear Algebra (Fall/Spring: 3)**

This course is an introduction to the techniques of linear algebra in Euclidean space. Topics covered include matrices, determinants, systems of linear equations, vectors in n-dimensional space, complex numbers, and eigenvalues. The course is required of mathematics majors, but is also suitable for students in the social sciences, natural sciences, and management.

**MT 216 Introduction to Abstract Mathematics (Fall/Spring: 3)**

This course is designed to develop the student's ability to do abstract mathematics through the presentation and development of the basic notions of logic and proof. Topics include elementary set theory, mappings, integers, rings, complex numbers, and polynomials.

**MT 226 Probability for Bioinformatics (Spring: 3)**

*Prerequisite:* Calculus through Integration (e.g., MT 101, MT 103, or MT 105)

This course is designed for students majoring in Biology, Computer Science, and Mathematics who intend to pursue a concentration in Bioinformatics. It will cover topics from probability and stochastic processes theory.

Examples will be taken when possible from biology and applications to bioinformatics will be stressed. The main goal will be to explain the probabilistic basis of popular techniques and algorithms used in bioinformatics, such as pairwise and multiple alignment of DNA or amino acid sequences.

The course begins with introductory topics: axioms of probability, conditional probability, independence, Bayes Rule, random variables, moments, probability density functions, cumulative distribution functions, discrete and continuous distributions, moment generating functions, and entropy. Several stochastic processes will be studied including Poisson processes, random walks, Markov chains, higher Markov processes, and hidden Markov models.

*Daniel Chambers*

**MT 235 Mathematics for Management Science (Fall/Spring: 3)**

*Prerequisite:* MT 100 or equivalent, CS 021 (formerly MC 021), and EC 151 (EC 151 may be taken concurrently).

Topics include linear and integer programming, decision analysis, non-linear optimization, and computer solutions using Excel.

**MT 290 Number Theory for Teachers (Fall: 3)***Prerequisites:* MT 190-191

This course is intended to focus on the wealth of topics that relate specifically to the natural numbers. These will be treated as motivational problems to be used in an activity-oriented approach to mathematics in grades K-9. The course will demonstrate effective ways to use the calculator and computer in mathematics education. Topics include prime number facts and conjectures, magic squares, Pascal's triangle, Fibonacci numbers, modular arithmetic, and mathematical art.

**MT 291 Geometry for Teachers (Spring: 3)***Prerequisites:* MT 190-191

This course is intended to fill a basic need of all teachers of grades K-9. Geometry now occupies a significant role in the elementary mathematics curriculum. The course will treat content, but ideas for presenting geometry as an activity-based program will also be stressed. Topics to be covered include the geoboard and other key manipulatives, elements of motion and Euclidean geometry, and suggestions for using Logo as a tool to enhance teaching geometry.

**MT 305 Advanced Calculus (Science Majors) (Spring: 4)***Prerequisite:* MT 202

MT 305 is required for Geology-Geophysics, Geophysics, and Physics majors. It is also recommended for Chemistry majors. Topics include linear second order differential equations, series solutions of differential equations including Bessel functions and Legendre polynomials, and solutions of the diffusion and wave equations in several dimensions.

**MT 310 Introduction to Abstract Algebra (Fall/Spring: 3)***Prerequisites:* MT 210 and MT 216

This course studies four fundamental algebraic structures: groups, including subgroups, cyclic groups, permutation groups, symmetry groups and Lagrange's Theorem; rings, including subrings, integral domains, and unique factorization domains; polynomials, including a discussion of unique factorization and methods for finding roots; and fields, introducing the basic ideas of field extensions and ruler and compass constructions.

**MT 320 Introduction to Analysis (Fall/Spring: 3)***Prerequisite:* MT 202 and MT 216

The purpose of this course is to give students the theoretical foundations for the topics taught in MT 102-103. It will cover algebraic and order properties of the real numbers, the least upper bound axiom, limits, continuity, differentiation, the Riemann integral, sequences, and series. Definitions and proofs will be stressed throughout the course.

**MT 460 Complex Variables (Fall: 3)***Prerequisites:* MT 202

This course gives an introduction to the theory of functions of a complex variable, a fundamental and central area of mathematics. It is intended for mathematics majors and well-prepared science majors. Topics covered include: complex numbers and their properties, analytic functions and the Cauchy-Riemann equations, the logarithm and other elementary functions of a complex variable, integration of complex functions, the Cauchy integral theorem and its consequences, power series representation of analytic functions, the residue theorem and applications to definite integrals.

**MT 499 Readings and Research (Fall/Spring: 3)****Department permission is required.**

This is an independent study course, taken under the supervision of a Mathematics Department faculty member. Interested students should see the Chairperson.

**MT 695 Honors Seminar (Spring: 3)****Department permission is required.**

This is a seminar course required of students in the Departmental Honors program. Other interested students may also participate in the seminar, with permission of the instructor.

***Undergraduate and Graduate Course Offerings*****MT 326 Mathematics for Statistics (Fall: 3)****MT 410 Differential Equations (Fall/Spring: 3)***Prerequisites:* MT 202 and MT 210

This course is a junior-senior elective intended primarily for the general student who is interested in seeing applications of mathematics. Among the topics covered will be the following: first order linear equations, higher order linear equations with constant coefficients, linear systems, qualitative analysis of non-linear systems, and an introduction to stability and bifurcations.

**MT 414 Numerical Analysis (Spring: 3)***Prerequisites:* MT 202, MT 210, and familiarity with the Mathematica programming language

Topics include the solution of linear and nonlinear algebraic equations, interpolation, numerical differentiation and integration, numerical solution of ordinary differential equations, approximation theory.

**MT 426 Probability (Fall/Spring: 3)***Prerequisites:* MT 202, familiarity with the Mathematica programming language

This course provides a general introduction to modern probability theory. Topics include probability spaces, discrete and continuous random variables, joint and conditional distributions, mathematical expectation, the central limit theorem, and the weak law of large numbers. Applications to real data will be stressed, and we will use the computer to explore many concepts.

**MT 427 Mathematical Statistics (Fall/Spring: 3)***Prerequisites:* MT 426 and familiarity with the Mathematica programming language

Topics studied include the following: sampling distributions, parametric point and interval estimation, hypothesis testing, goodness-of-fit, parametric and nonparametric two-sample analysis. Applications to real data will be stressed, and the computer will be used to explore concepts and analyze data.

**MT 430 Introduction to Number Theory (Spring: 3)***Prerequisite:* MT 216

Topics covered include divisibility, unique factorization, congruences, number-theoretic functions, primitive roots, diophantine equations, continued fractions, quadratic residues, and the distribution of primes. An attempt will be made to provide historical background for various problems and to provide examples useful in the secondary school curriculum.

**MT 435 Mathematical Programming I (Fall: 3)***Prerequisite:* MT 210

The MT 435-436 sequence demonstrates how mathematical theory can be developed and applied to solve problems from management,

economics, and the social sciences. Topics studied from linear programming include a general discussion of linear optimization models, the theory and development of the simplex algorithm, degeneracy, duality, sensitivity analysis, and the dual simplex algorithm. Integer programming problems, and the transportation and assignment problems are considered, and algorithms are developed for their resolution. Other topics are drawn from game theory, dynamic programming, Markov decision processes (with finite and infinite horizons), network analysis, and non-linear programming.

**MT 436 Mathematical Programming II (Spring: 3)**

*Prerequisite:* MT 435

This course is a continuation of MT 435.

**MT 440 Dynamical Systems (Fall: 3)**

*Prerequisites:* MT 202 and MT 410 or permission of the instructor

This course is an introduction to nonlinear dynamics and their applications, emphasizing qualitative methods for differential equations. Topics include fixed and periodic points, stability, linearization, parameterized families and bifurcations, and existence and nonexistence theorems for closed orbits in the plane. The final part of the course is an introduction to chaotic systems and fractals, including the Lorenz system and the quadratic map.

**MT 445 Applied Combinatorics (Fall: 3)**

*Prerequisites:* A year of calculus, a course in linear algebra, abstract algebra, or multivariable calculus

**Not open to students who have completed MT 245 or MC 248 or CS 245**

This is a course in enumeration and graph theory. The object of the course is to develop proficiency in solving discrete mathematics problems. Among the topics covered are the following: counting methods for arrangements and selections, the pigeonhole principle, the inclusion-exclusion principle, generating functions, recurrence relations, graph theory, trees and searching, and network algorithms. The problem-solving techniques developed apply to the analysis of computer systems, but most of the problems in the course are from recreational mathematics.

**MT 451 Euclidean and Non-Euclidean Geometry (Spring: 3)**

*Prerequisite:* MT 216

This course surveys the history and foundations of geometry from ancient to modern times. Topics will be selected from among the following: Mesopotamian and Egyptian mathematics, Greek geometry, the axiomatic method, history of the parallel postulate, the Lobachevskian plane, Hilbert's axioms for Euclidean geometry, elliptic and projective geometry, the trigonometric formulas, models, geometry and the study of physical space.

**MT 470 Mathematical Modeling (Fall: 3)**

*Prerequisites:* MT 202, MT 210, and familiarity with the Mathematica programming language

This is a course primarily for mathematics majors with the purpose of introducing the student to the creation, use, and analysis of a variety of mathematical models and to reinforce and deepen the mathematical and logical skills required of modelers. A secondary purpose is to develop a sense of the existing and potential roles of both small and large scale models in our scientific civilization. It proceeds through the study of the model-building process, examination of exemplary models, and individual and group efforts to build or refine models through a succession of problem sets, laboratory exercises, and field work.

**MT 480 Topics in Mathematics (Spring: 3)**

Topics for this one-semester course vary from year to year according to the interests of faculty and students. With department permission it may be repeated.

**MT 481 Games and Numbers (Spring: 3)**

See course description in the Computer Science Department.

*Howard Straubing*

**MT 820 Measure and Integration (Fall: 3)**

*Prerequisites:* MT 804-805 or equivalent, or permission of instructor

This is a course in the classical theory of functions of a real variable. Topics include the Lebesgue integral, the classical Banach spaces, and integration in general measure spaces.

**MT 860 Mathematical Logic (Fall: 3)**

*Prerequisite:* MT 310 or MT 320 or permission of the instructor

**Offered Biennially**

This course is a mathematical examination of the way mathematics is done and of axiom systems, logical inference, and the questions that can (or cannot) be resolved by inference from those axioms. Specific topics will include propositional calculus, first order theories, decidability, and Godel's Completeness Theorem.

**MT 861 Foundations of Mathematics (Spring: 3)**

*Prerequisite:* MT 860 or equivalent

**Offered Biennially**

Topics to be treated in this course will be selected from one or more of the following areas: formal number theory, axiomatic set theory, effective computability, and recursive function theory.

**Graduate Course Offerings**

**MT 580 Mathematics for Statistics (Fall: 3)**

**MT 801 Thesis Seminar (Fall: 3)**

Problems of research and thesis guidance, supplemented by individual conferences.

**MT 804 Analysis I (Fall: 3)**

*Prerequisite:* MT 320 or equivalent

The MT 804-805 sequence is intended to emphasize the basic ideas and results of calculus and to provide an introduction to abstract analysis. The course begins with an axiomatic introduction to the real number system. Metric spaces are then introduced. Theoretical aspects of convergence, continuity, differentiation, and integration are treated carefully and are studied in the context of a metric space. The course includes an introduction to the Lebesgue integral.

**MT 805 Analysis II (Spring: 3)**

*Prerequisite:* MT 804

This course is a continuation of MT 804.

**MT 814 Theory of Functions of a Complex Variable I (Fall: 3)**

*Prerequisite:* MT 320 or equivalent

Topics for the MT 814-815 sequence include: differentiation and integration of a function of a complex variable, series expansion, residue theory, entire and meromorphic functions, multiple-valued functions, Riemann surfaces, and conformal mapping problems.

**MT 815 Theory of Functions of a Complex Variable II (Spring: 3)**

*Prerequisite:* MT 814

This course is a continuation of MT 814.

**MT 816 Modern Algebra I (Fall: 3)**

*Prerequisite:* MT 310 or permission of instructor

The MT 816-817 course sequence will study the basic structures of abstract algebra. Topics will include groups, rings, ideal theory, unique factorization, homomorphisms, field extensions, and Galois theory.

**MT 817 Modern Algebra II (Spring: 3)**

*Prerequisite:* MT 816

This course is a continuation of MT 816.

**MT 853 Topics in Modern Statistics (Spring: 3)**

*Prerequisite:* Calculus-based probability and statistics (e.g., MT 426-427, although some review will be included at the beginning of the semester). Computing experience would be helpful, but

**Offered Periodically**

This course introduces the student to intermediate level statistics using classical (parametric), non-parametric, permutation and bootstrap methods. Topics include analysis of variance, regression, and analysis of contingency tables, as well as specialized applications of computer-intensive methods from a wide variety of fields. Students interested in taking the course should consult with Professor Baglivo during the fall semester since it will be possible to tailor applications to the interests of the students.

*Jenny A. Baglivo*

**MT 899 Readings and Research (Fall/Spring: 3)**

**Department permission is required.**

This is an independent study course, taken under the supervision of a Mathematics Department faculty member. Interested students should see the Director of the Graduate Program.

**MT 903 Seminar (Spring: 3)**

This seminar is required of all candidates for the M.A. degree who do not take MT 801.

**Music****Faculty**

**T. Frank Kennedy, S.J.**, *Professor and Director of the Jesuit Institute*; B.A., Boston College; M.F.A., Tulane University; Diploma in Pastoral Theology, University of London; Ph.D., University of California, Santa Barbara

**Thomas Oboe Lee**, *Professor*; Chairperson of the Department; B.A., University of Pittsburgh; M.M., New England Conservatory; Ph.D., Harvard University

**Ann Morrison Spinney**, *Assistant Professor*; B.M., Oberlin College Conservatory; M.M., Northwestern University; Ph.D., Harvard University

**Matthew Gelbart**, *Adjunct Assistant Professor*; B.A. Harvard University; M.A., Ph.D., U.C. Berkeley

**Jeremiah W. McGrann**, *Adjunct Assistant Professor*; Assistant Chairperson of the Department; B.A., Austin College; Ph.D., Harvard University

**John Finney**, *Senior Lecturer and Distinguished Artist in Residence*; B.M., Oberlin College; M.M., Boston Conservatory

**Contacts**

- Administrative Secretary: Pattie Longbottom, 617-552-8720, [patricia.longbottom@bc.edu](mailto:patricia.longbottom@bc.edu)
- Website: <http://www.bc.edu/music/>

**Undergraduate Program Description**

Whether for students intending a career in music or those pursuing their own love of the art, the Department of Music offers courses in theory and composition, in the history and current trends of both Western and non-Western music, and lessons in performance. All students, regardless of musical background, are welcome in any course unless a prerequisite or permission of instructor is indicated (as for certain theory courses).

The Department offers a variety of courses (MU 070, MU 066, MU 030) that satisfy the University Core requirement in the Arts and that serve as introductions to the various areas of musical knowledge. MU 070 Fundamentals of Music Theory focuses on technical aspects of the language of music and serves as a prerequisite to Tonal Harmony and further upper level courses in theory and composition, such as Chromatic Harmony, Counterpoint, as well as Jazz Harmony, Orchestration, and the Seminar in Composition. MU 066 Introduction to Music offers a broad survey of music history and styles of music, while upper level courses focus on either various periods of Western music history (Middle Ages and Renaissance, Baroque, Classical Era, Romantic Era, Twentieth Century), the historical development of various genres (Opera, Symphony), or the contributions of various individual composers (Bach, Beethoven, Wagner). MU 030 History of Rock and Roll and Popular Musics in the U.S. offers a socio-historical approach to the history and context of commercial popular music; upper level cross-cultural courses deal with Western traditions (such as Celtic Musics, Irish Folk Music, Music in America, Rhythm and Blues) and non-Western traditions. MU 301 Introduction to Musics of the World and MU 305 Native North American Song satisfy the Cultural Diversity requirement of the Core, but not the University Core requirement in the Arts.

For the music major, a liberal arts framework offers a broader outlook than that of either a conservatory or a school of music. In a liberal arts framework, students encounter historical, theoretical, cultural, ethnographic, and performance perspectives on music. The student majoring in music at Boston College may find employment in teaching, in communications or arts administration, in liturgical music, or may major in music simply to provide a firm discipline for the mind or a source of lifelong enjoyment. Some students plan to go on to graduate school or a conservatory to become professional performers, composers, musicologists, or ethnomusicologists. Within the major, all students receive a common base of knowledge with a specialization at higher levels in such areas as composition, performance, music history, or cross-cultural studies. A grounding not only in the traditional musical skills of Western fine-art music but also knowledge of music of the twentieth century, of American music, and of the traditions of other cultures is considered indispensable.

**Credit for Performance**

Students may bundle performance credits into one and only one 3-credit course in one of two ways: (1) Students may receive three credits equivalent to a full course after taking three semesters of individual hour lessons for credit in voice or on the same instrument (MU 099 Vocal/Instrumental Instruction) and, at the end of their third semester of instruction, performing before a jury of the performance faculty. (2) Students may receive three credits equivalent to a full course who have taken three semesters of one of the following: Introduction to Vocal Performance, Gospel Workshop, Improvisation, or the Traditional Irish

Music Ensembles **and** who, at some time during their four years at Boston College have taken MU 070 Fundamentals of Music (for Introduction to Vocal Performance and Improvisation), MU 330 Introduction to Irish Traditional Music or MU 331 Introduction to Celtic Musics (for the Irish Traditional Music Ensembles), and MU 321 Rhythm and Blues in America or MU 322 Jazz in America (for Gospel Workshop). Individual Instrumental Instruction, either credit or non-credit, and Voice for Performance require an extra fee. In addition, several free, non-credit performance courses offer instruction and/or coaching in various instruments and ensembles.

### Major Requirements

#### (Minimum of twelve courses)

- *Optional Introductory Course* (depending on previous knowledge of music theory): MU 070 Fundamentals of Music Theory (may be substituted for one of the electives, with the approval of the Chairperson).
- *Theory, Analysis, and Composition Courses*: (four courses total)  
*Prerequisite*: MU 070 Fundamentals of Music Theory or equivalent  
*Required of all majors*: MU 110 Harmony, MU 211 Chromatic Harmony, MU 312 Counterpoint
- *Choice of any one course*: MU 212 Orchestration, MU 214 Form and Analysis, MU 215 Jazz Harmony, MU 315 Composition Seminar
- *Historical Courses*: (three courses total)  
*Required of all majors*: MU 209 Twentieth Century Music  
*Choice of any two*: \* MU 201 Medieval-Renaissance Music, MU 203 Music of the Baroque, MU 205 Music of the Classic Era, MU 207 Music of the Romantic Era  
\* With permission of the chairperson, a composer or genre course may be substituted for a period course.
- *Cross-Cultural Courses*: (two courses total)  
*Required of all majors, a choice of one from each of the following two groups*:  
*Group I—Non-Western tradition*  
MU 301 Introduction to World Music\*  
MU 305 Native North American Song\*  
MU 350 Topics in Ethnomusicology  
\*MU 301 and MU 305 also satisfy the Core Cultural Diversity requirement  
*Group II—Western tradition*  
MU 320 Music and America  
MU 321 Rhythm and Blues in American Music  
MU 322 Jazz in America  
MU 330 Introduction to Irish Folk Music  
MU 331 Introduction to Celtic Musics  
MU 340 The Ballad Tradition
- *Required Senior Seminar*: (one semester)  
The Senior Seminar (MU 405) is ordinarily open only to senior music majors. The Seminar entails a series of weekly projects allowing majors to investigate issues in-depth with special emphasis in one of the areas listed above (theory and composition, history, cross-cultural, or performance). The Seminar serves as preparation for a senior project with supervised reading, research, writing, and discussion.
- *Electives*: (two courses)

The student will choose a minimum of two semester courses in whatever category is appropriate to his or her particular interest, whether it is in music theory and composition, performance, history, or cross-cultural studies. Students with performance emphasis must have three semesters of private instruction for credit. The three credits for private instruction will be bundled into a full course only upon completion of the jury at the end of the third semester of lessons (see Credit for Performance).

- *Performance Ensemble Experience*: (minimum of two semesters)  
Each major must have two semester of experience in performance in some capacity and may choose from any organized performance group at Boston College (such as Boston College Symphony Orchestra, Chamber Music Ensemble, Popular Styles Ensemble, Irish Traditional Music classes, University Chorale, Madrigals, Voices of Imani, or student a cappella group, Concert Band, BC bOp), through more informal students groups (by consultation with the chairperson), or through private lessons.
- *Cumulative Listening Competency*  
Majors will be asked to identify important works from the Western tradition in a series of Listening Competency exams. Each year of the music major (normally three), a list of works will be given to students that they must be able to identify by the end of the year. A listening test on each of three lists of works will be administered until the student passes.
- *Ear Training/Sight Singing*  
All majors will be expected to have passed the minimum competency requirements in Ear Training and Sight-Singing before graduation. The course MU 081-082 Ear-Training and Sight-Singing, a 1-credit course, is designed and recommended as an aid to passing this test.

### Minor Requirements

#### (Minimum of six courses)

The Music Department has designed a minor in music as an alternative for students who are vitally interested in music, but either do not wish to make music their career or go on to graduate studies, or who have majors that preclude taking music as a second major. The total number of courses required for the minor in music is six. Those wishing to minor in music should take the following:

- One of the following: MU 070 Fundamentals of Music Theory (if they do not have the background in music theory needed before entering MU 110 Harmony), or MU 066 Introduction to Music or MU 030 History of Rock and Roll and Popular Music in the U.S. Students who can pass out of MU 070 should substitute an upper level course.
- Two additional music theory courses: MU 110 Harmony and MU 211 Chromatic Harmony.
- Three historical and cross-cultural electives: One period course, one composer or genre course, one cross-cultural course.

The choice of courses should be made in conjunction with an advisor from the Music Department. In addition, each student must participate in at least two semesters of credit or non-credit performance experience (either as a member of an ensemble or through private lessons), as approved by the department. The performance option when taken for credit requires three semesters for the equivalent of a 3-credit course (see above).

### Honors

In order to graduate with departmental honors, a student must maintain a grade point average of 3.5 in the major and 3.3 in the university, pass the Ear-Training and Listening Repertoire requirements with a high score, and produce a final project, recital, or paper deemed worthy of honors. The project must be completed for a grade of A- or better to receive honors. There are various ways to fulfill the project:

- A research paper of no less than 40 pages and a public presentation of approximately 20 minutes on their findings.
- A recital of around 40 minutes (but no less than 30 minutes) with a paper of no less than 15 pages. Non-honors majors may still do a senior recital for credit as MU 400 Readings and Research but without it being considered for honors.
- A composition or set of compositions of no less than 15 minutes.

### Information for First Year Majors and Non-Majors

Included in the University's Core Curriculum is one course in the Arts (Fine Arts, Music, or Theater). MU 066 Introduction to Music, MU 070 Fundamentals of Music Theory, and MU 033 History of Rock and Roll and Popular Musics in the U.S. are the Music Department's Core offerings. They are designed for the non-musician as well as the student who has studied music. Prospective music majors should reference the *Recommended Course of Study* listed as follows. Students with advanced musical backgrounds and interests should speak to the Director of the Undergraduate Program in Music regarding appropriate upper-level courses. The department offers MU 301 Introduction to World Music and MU 305 Native North American Song as options for the Cultural Diversity requirement of the Core.

### Information for Study Abroad

The department requires that the music theory sequence for minors and majors through Chromatic Harmony, and the Senior Seminar for majors be taken at Boston College. Twentieth Century Music and Counterpoint (required of majors) should be taken at Boston College, but exceptions may be possible depending on equivalent courses offered by the host school. Majors may not be abroad first semester senior year in order to take the required Senior Seminar at BC.

Before going abroad, both minors and majors should have completed Chromatic Harmony in theory, and majors, in addition, should have taken a few of the history or cross-cultural courses. Thus acceptable offerings from abroad tend to lean towards courses in music history or in cross-cultural studies, with some upper-level theory courses acceptable. Usually students complete six or nine credits; however, majors have had as many as twelve credits fulfilled abroad.

Students should contact Jeremiah W. McGrann, the Director of the Undergraduate Program in Music, to plan an acceptable course of study for their semester or year abroad. The department recommends the music programs offered at King's College, London, and University College, Cork, Ireland.

### Recommended Course of Study

#### Freshman Year

All students with a serious interest in music should try as freshmen to take or test out of MU 070 Fundamentals of Music Theory, a course covering the notation of music and fundamental ear-training. The theory courses (especially MU 070 Fundamentals and MU 110 Harmony) are essential and necessary indicators of how well a student will be able to succeed in the major and to speak the language of music. Those who can test out of MU 070 and who wish to fulfill the Arts

Core requirement with a music course should take MU 066 Introduction to Music, a general introduction to the field and its various methodologies. Arts Core courses in Fine Arts or Theater are also possible instead of Music and are recommended for those who wish a broader understanding of the Arts.

#### Sophomore Year

Harmony and Chromatic Harmony should be taken in sequence along with MU 081-082 Ear Training/Sight Singing Labs. Two history courses in Western Music (selected from Medieval-Renaissance, Baroque Music, Music of the Classical Era, Music of the Romantic Era, Music of the Twentieth Century, or a composer or genre course) or one history course and one cross-cultural course should be taken. The first year's required Listening Repertoire should be mastered. Some performance experience (Orchestra, Chorale, Band, Chamber Music, non-Western performance, and/or private lessons) should be started and pursued throughout the rest of the major.

#### Junior Year

Counterpoint and a choice of Jazz Harmony, Form and Analysis, Orchestration, or Composition and a second or third history course and/or a cross-cultural course should be taken. The second year of the required Listening Repertoire should be mastered.

#### Senior Year

Any advanced courses in the department relevant to the particular emphasis the student has chosen—performance, composition, history, or cross-cultural—and the Senior Seminar, which will help the student synthesize previous course work. The final year of the required Listening Repertoire should be mastered.

### Recommended Course of Study: Minors

Students can add music as a minor as late as their Junior year, but no later than second semester as the minor requires a minimum of three consecutive semesters in order to complete the theory sequence of the following: Fundamentals, Harmony and Chromatic Harmony. The history and cross-cultural component may be taken at any time in conjunction with various levels of theory, although some understanding of Fundamentals is recommended for students with little, previous, formal background in music.

### Undergraduate Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at <http://www.bc.edu/courses/>.

### MU 030 History of Rock and Roll and Popular Music in the United States (Fall/Spring; 3)

#### Satisfies Arts Core Requirement

From the blues to country, jazz to rock, our nation's political, social and economic history has been mirrored and influenced by the styles of popular music developed in our cultural melting pot. This course will provide an overall history of popular music in America with emphasis upon mainstream popular music since 1954. Its focus will be on the independence and interdependence of black and white musical cultures in America. Students will learn stylistic developments in popular music, acquire interpretive strategies, including methods of aural analysis that will view popular songs as historical "texts" as well as autonomous works of art.

*Delwyn Case*

**MU 050 The Boston College Madrigal Singers (Fall/Spring: 0)**  
**Performance Course**

Women's a cappella choral ensemble specializing in madrigal music (music in two to six parts with just a few voices on each part). We sometimes branch out and do other kinds of repertoire. Rehearsals are once a week on Tuesdays, auditions are in the spring and fall, and there are three or four concerts per year. For more information or to find out about auditions, contact the conductor, Jean Meltaus, through the Music Department secretary.

*Jean Meltaus*

**MU 051 Irish Fiddle/Beginner (Fall: 1)**

*Corequisite:* Performance course

Students will learn to play easy tunes by ear and begin to develop violin technique using scales, bowing and fingering exercises and note-reading practice. At the end of the course, students will have the opportunity to perform with the advanced fiddle and whistle students. Violin rentals are possible. A small portable recorder is required.

*Laurel Martin*

**MU 052 Irish Fiddle/Experienced Beginner (Spring: 1)**

*Prerequisite:* MU 051 Irish Fiddle/Beginner

For students who have taken a full semester of Irish Fiddle/Beginner (MU 051) or who have at least one year's experience playing the violin. This class will help students continue in the development of violin technique. Students will learn more advanced Irish dance tunes with some beginning ornamentation (bowing and fingering). Students may take the experienced beginner class for more than one semester until they feel ready to move to the Intermediate level. Violin rentals are possible. A small portable recorder is required.

*Laurel Martin*

**MU 053 Irish Fiddle/Intermediate (Fall/Spring: 1)**

*Prerequisite:* MU 051 Irish Fiddle/Beginner

For students who have at least three years experience playing the violin (classical or traditional Irish) or who have taken the Irish Fiddle/Experienced Beginner class (MU 052) and whom the instructor feels is ready for the intermediate level. Traditional music will be taught with a focus on ornamentation, bowing and style. Airs and dance music of Ireland will be covered along with music of the ancient Bardic harpers and court musicians. Classes are taught by Seamus Connolly, one of the world's leading Irish traditional musicians and ten-times Irish National Fiddle Champion. Violin rentals are possible. A small portable recorder is required.

*Seamus Connolly*

**MU 066 Introduction to Music (Fall/Spring: 3)**

**Satisfies Arts Core Requirement**

This course will attempt to develop essential and critical listening faculties by employing a chronological survey of the elements, forms, and various types of music that the serious listener is exposed to today. The principal emphasis of the course will be on traditional Western art music from medieval Gregorian Chant to twentieth-century electronic music but certain excursions into the world of non-Western musics, jazz, and American popular song will be included to diversify and enrich the experience of listening critically to music.

*Ralf Gawlick*

*Matthew Gelbart*

*T. Frank Kennedy, S. J.*

*Jeremiah McGrann*

**MU 070 Fundamentals of Music Theory (Fall/Spring: 3)**  
**Satisfies Arts Core Requirement**

An introductory music theory course designed for students with a strong interest in music. As a Core course it includes speculations on how musical discourse informs our perception and understanding of the world around us. Students learn to acquire skills in music notation and transcription. The following theoretical concepts will be extensively covered: notation of pitch and rhythm, scales, intervals, chords, and harmonic progression. Students leave the course prepared for upper level study in music theory and will begin to question broader issues concerning the meaning and use of music.

*Michael Burgo*

*Ralf Gawlick*

*Matthew Gelbart*

*Sandra Hebert*

*Margaret McAllister*

**MU 071 Irish Dancing/Advanced Beginner (Fall/Spring: 1)**  
**Performance Course.**

World-renowned Irish dance instructor/choreographer Michael Smith will offer Irish dance classes focusing on the traditional ceili dances of Ireland. Emphasis on the basic steps needed to execute ceili dances and demonstration of couple dancing will be the primary concentration of this class.

*Michael Smith*

**MU 072 Irish Dancing/Advanced (Fall/Spring: 1)**  
**Performance Course.**

World-renowned Irish dance instructor/choreographer Michael Smith will offer Irish dance classes focusing on the traditional ceili dances of Ireland. Emphasis on the basic steps needed to execute ceili dances and demonstration of couple dancing will be the primary concentration of this class.

*Michael Smith*

**MU 073 Irish Dancing/Beginner (Fall/Spring: 1)**  
**Performance Course. No prior experience necessary.**

World-renowned Irish dance instructor/choreographer Michael Smith will offer Irish dance classes focusing on the traditional ceili dances of Ireland. Emphasis on the basic steps needed to execute ceili dances and demonstration of couple dancing will be the primary concentration of this class.

*Michael Smith*

**MU 076 The Boston College Symphony Orchestra (Fall/Spring: 0)**

*Prerequisite:* Audition required

**Performance Course**

The orchestra gives three full concerts each year plus the annual Messiah Sing in December. At various times the orchestra performs with the B.C. Chorale and accompanies musical productions in association with the Theatre Department. Recent programs have included Brahms' *Academic Festival Overture*, Saint-Saens' *Organ Symphony* and Beethoven's *Triple Concerto* featuring faculty soloists. Students vie for solo opportunities in the annual Concerto/Aria Competition offered by the orchestra. Membership is by audition only.

*John Finney*

**MU 077 Chamber Music Ensembles (Fall/Spring: 0)**  
**Performance Course.**

Regular participation and coaching in chamber ensembles. The course is offered without credit and is open to any qualified student. It will fulfill the music major requirement for ensemble performance.

*Sandra Hebert*

**MU 079 Popular Styles Ensemble (Fall/Spring: 0)**  
**Performance Course.**

Regular participation and coaching in jazz, rock, and fusion styles in small group sessions. Any appropriate instruments are welcome.

*Erik Kniffen*

**MU 081 Ear Training/Sight-Singing Lab (Fall/Spring: 1)**  
**For music majors.**

A twice-weekly opportunity to develop the skills of sight-singing and ear-training for students who are taking theory or other music courses or who are in singing groups and wish to improve their skills. The course is designed to help students pass the Ear Training/Sight Singing tests required for the major. Students will learn to sing melodies on sight by drilling scales and intervals. Ear-training will focus on melodic, rhythmic and harmonic dictation. Highly recommended for students taking Fundamentals of Music and Tonal Harmony.

*Michael Burgo*

**MU 082 Advanced Ear Training/Sight-Singing Lab (Fall/Spring: 1)**  
**Performance Course**

A continuation of MU 081.

*Michael Burgo*

**MU 083 Introduction to Improvisation (Fall/Spring: 1)**  
**Performance Course. This course may be repeated for credit.**

Improvisation is a central feature of many Western musical styles. This course offers students the opportunity to learn how to improvise in jazz, blues and rock. In a hands-on manner, students are introduced to the fundamental concepts of improvising. No prior experience is necessary, and there is no prerequisite, but you should have at least some experience playing an instrument or singing. In addition to extensive in-class performance, accompaniment recordings are provided for practice outside class.

*Erik Kniffen*

**MU 084 Intermediate Improvisation (Fall/Spring: 1)**  
*Prerequisites:* MU 083 or permission of instructor and previous or concurrent enrollment in MU 070  
**Performance Course. This course may be repeated for credit.**

This course focuses, in a hands-on manner, on three elements of improvisational skill in jazz, blues and rock as it advances from the basic concepts of improvisation introduced in Introduction to Improvisation. The course embraces different styles of improvisational music and directs attention to recognizing and responding to these styles in performance situations.

*Erik Kniffen*

**MU 085 The Boston College Flute Choir (Fall/Spring: 0)**  
**Performance Course.**

An ensemble devoted solely to music for multiple flutes. Meets once a week with a coach. Public performances at B.C. and in the community.

*Judith Grant-Duce*

**MU 086 Advanced Improvisation (Fall/Spring: 1)**

*Prerequisites:* MU 084 or permission of instructor and previous or concurrent enrollment in MU 110

**Performance Course. This course may be repeated for credit.**

This course offers the advanced improviser the opportunity to build higher order skills of improvisation in the jazz and rock idioms. While the course entails extensive instruction in music theory, the focus is on application of theoretical concepts to real-world improvisational contexts. The course outlines advanced concepts in melody-shaping, form/harmony, and musical style.

*Erik Kniffen*

**MU 087 Tin Whistle/Beginner (Fall/Spring: 1)**

*Prerequisite:* Continued course. Students must sign up in the fall in order to register for spring.

Learn to read and play the basic airs and dance music of Ireland on tin whistle. At the end of the course, students will have the opportunity to perform in concert with the advanced fiddle and whistle students. Lessons are taught by Jimmy Noonan, a well-known and respected Irish tin whistle and flute player and teacher. Any make of D-major tin whistle is required and are available for purchase locally at a nominal cost. A portable recording device is required.

*Jimmy Noonan*

**MU 088 Tin Whistle/Experienced to Intermediate (Fall/Spring: 1)**  
*Prerequisite:* MU 087 Tin Whistle/Beginner

**Performance course. No Fee. Experienced to Intermediate**

For students who have taken a full semester of Beginner Tin Whistle or who have at least one year's experience playing flute. The class will help students develop whistle playing while learning more advanced Irish tunes with beginning ornamentation common to Irish music. Lessons are taught by Jimmy Noonan, a well-known and respected Irish tin whistle and flute player and teacher. Any make of D-major tin whistle is required and are available for purchase locally at a nominal cost. A small tape recorder is required.

*Jimmy Noonan*

**MU 090 Boston College Concert Band (Fall/Spring: 0)**  
**Performance Course. No audition required.**

The BC Concert Band draws its membership from the greater Boston College community. Undergraduate students, graduate students, staff, faculty and alumni participate in this unique ensemble. The Concert Band performs standard concert band repertoire as well as marches, Broadway and film music, and some popular music. The Concert Band presents a Christmas concert, a winter concert, and a spring concert each year. The Concert Band also performs combined concerts with other university bands.

*Sebastian Bonaiuto, Conductor*

**MU 092 B.C. bOp! (Fall/Spring: 0)**

**Performance Course. Audition required**

B.C. bOp! is an ensemble dedicated to the highest levels of instrumental and vocal jazz performance. Membership is determined by audition. Instrumentation for B.C. bOp! consists of five saxophones, five trumpets, four trombones, piano, guitar, bass, drums, auxiliary percussion and a vocal ensemble of four to six mixed voices. B.C. bOp! performs jazz and popular music from the 1940's to the 1990's, and appeals to a wide range of musical tastes.

*Sebastian Bonaiuto, Conductor*

*JoJo David, Vocal Director*

**MU 093 Woodwind, Brass, Percussion (Fall/Spring: 0)**

*Sebastian Bonaiuto*

*David Healey*

**MU 096 Gospel Workshop (Fall/Spring: 1)**

**Cross Listed with BK 290**

**Performance Course. No experience is required for membership, but a voice placement test is given to each student.**

This course is a study and performance of the religious music of the Black Experience known as Spirituals and Gospels. One major performance is given each semester. Concerts and performances at local Black churches are also presented with the Voice of Imani Gospel Choir. The Gospel Workshop will provide the lab experience for MU 321(BK 266) and MU 322 (BK 285). Members of these classes will be required to attend a number of rehearsals and performances of the Gospel Workshop. Members of the classes may sing in the choir but it is not required for the course.

*Hubert Walters*

**MU 098 Introduction to Voice Performance (Fall/Spring: 1)**

**Performance Course. Tutorial fee required**

Emphasis is on individual coaching and training in developing vocal qualities for performance.

*Hanni Myers*

**MU 099 Individual Instrumental/Vocal Instruction (Fall/Spring: 1)**

**Performance Course. Tutorial fee required**

Weekly private lessons will be awarded a single credit with approval of the Department Chairperson. A maximum of three credits may be received for lessons. Lessons must be arranged through the Music Department before the end of the drop/add period. Music majors taking private instruction for credit will perform for a jury of faculty members at the end of each semester.

*The Department*

**MU 100 Individual Instrumental/Vocal Instruction (Fall/Spring: 0)**

**Performance Course. Tutorial fee required depending on the length of the lesson.**

This course consists of weekly private lessons on an instrument or in voice or composition for 60, 45, or 30 minutes. Lessons must be arranged through the Music Department before the end of the drop/add period.

*The Department*

**MU 101-102 Individual Vocal/Instrumental Instruction (Fall/Spring: 0)**

*Jeremiah McGrann*

**MU 110 Harmony (Fall/Spring: 3)**

*Prerequisite:* MU 070 or permission of department

*Corequisite:* (for Music Majors) MU 081

**Theory Course**

Harmony will cover the principles of diatonic harmonic progression, four-part writing from a figured bass, and harmonization of chorale melodies. Students will increase their musical vocabulary to include modes and seventh chords, and continue to develop skills in analysis, keyboard harmony, and ear-training.

*Ralf Gawlick*

*Thomas Oboe Lee*

*Margaret McAllister*

**MU 205 Music of the Classic Period (Fall: 3)**

**Historical Period**

This course will consider the musical trends of the eighteenth and nineteenth centuries (c. 1750-c. 1830) that are characterized by the movement towards simplicity in melody, and a clarification of harmonic language. While music that served as a transitional style from the Baroque period will be the starting point for this course, in large measure, the focus of the course will be on the music of the four great composers who lived and worked in, or around Vienna in the period 1780-1828: Haydn, Mozart, Beethoven and Schubert.

*Matthew Gelbart*

**MU 207 Music of the Romantic Era (Spring: 3)**

**Historical Course**

A study of the new concepts, genres, and musical institutions that grew up in the nineteenth century, as exemplified by such composers as Schubert, Schumann, Mendelssohn, Berlioz, Chopin, Liszt, Wagner, Brahms, and Mahler.

*Matthew Gelbart*

*Jeremiah McGrann*

**MU 209 Music of the Twentieth Century (Fall: 3)**

**Historical Period**

This is a study of the music of the twentieth century, including concepts, ideas, techniques, compositional materials, analytical principles of the music, as well as a historical, chronological survey of the composers and compositions of the modern era. The course will include a study of the twentieth-century masters Debussy, Ravel, Stravinsky, and Schoenberg, as well as nationalist composers like Bartok, Britten and Copland, and the flowering of avant-garde music since 1945, including electronic music. A discussion of the development of Jazz and American Popular Song will be included.

*Ralf Gawlick*

**MU 211 Chromatic Harmony (Fall/Spring: 3)**

*Prerequisite:* MU 110

**Theory Course**

This course will cover the basic principles of chromatic progression. Continuing the format of four-part writing from a figured bass, we will incorporate secondary dominants, diminished seventh chords, augmented triads, Neapolitan sixth and augmented sixth chords. The concepts of modulation and modal exchange will be covered, and studies in keyboard harmony, ear-training, and analysis will be continued. We will study the works of great composers including Bach, Haydn, Mozart, Beethoven, Schubert, Schumann, Chopin, Brahms, Wolf, Mahler, and Wagner.

*Ralf Gawlick*

*Thomas Oboe Lee*

**MU 215 Jazz Harmony, Improvisation, and Arranging (Fall: 3)**

*Prerequisite:* MU 110

**Theory Course**

**Students should have basic keyboard skills, but it is not essential.**

This course will concentrate on the study of chord structures, chord substitutions, chord scales and improvisation as they have been codified by contemporary jazz musicians. The technical innovations in the music of Sonny Rollins, Thelonius Monk, Charlie Parker, Herbie Hancock, Wayne Shorter, and Miles Davis will be analyzed and discussed. Special attention will be placed on arranging and composition, including the following: the piano lead sheet, writing for horns in a jazz

ensemble, re-harmonizing of standards, composing original melodies on chord structures of tunes by Berlin, Kern, Gershwin, rhythm changes, and the blues.

*Thomas Oboe Lee*

#### **MU 222 Symphony (Fall: 3)**

*Prerequisite:* Some previous training in music is helpful but not necessary.

**Offered Biennially**

##### **Genre Course**

This course investigates the forms and meanings of selected works of the symphonic repertoire following its rise from a court entertainment to a statement of philosophical ideals.

*Jeremiah McGrann*

#### **MU 260 J.S. Bach (Fall: 3)**

**Offered Periodically**

##### **Composers**

This course studies Johann Sebastian Bach's career as composer, performer, and teacher, noting the wide variety of ways his instrumental and vocal works reflect and influence creative thought from the eighteenth century to the present.

*T. Frank Kennedy, S.J.*

#### **MU 270 Beethoven (Spring: 3)**

##### **Composers**

An introduction to Ludwig van Beethoven (1770-1827), tracing his intellectual development within the culture and society of the Rhenish Enlightenment, his musical enrichment of the High Classicism of Mozart and Haydn (among others), and the heroic style of his best known works, to his feelings and expressions of musical and social isolation in his last years, and his problematic identity with the burgeoning romantic movement in Germany. Emphasis will be on the music itself, concentrating on compositions from three genres: piano sonata, string quartet, and symphony. Also covered will be the concerto, his opera *Fidelio*, and the *Missa Solemnis*.

*Jeremiah McGrann*

#### **MU 275 Johannes Brahms (Fall: 3)**

##### **Composers**

A second Beethoven, the last Romantic, a hidden source of Modernism—all these labels have been attached to Johannes Brahms (1833-1897). This course will look at the music of Brahms in light of various issues that defined the latter half of the nineteenth-century and that continue to influence the way we listen to his music today. We will consider ideas such as historicism, nationalism, and “conservative” versus “progressive” approaches to musical traditions.

*Matthew Gelbart*

#### **MU 290 Wagner (Spring: 3)**

**Offered Periodically**

##### **Composers**

Richard Wagner (1813-1883) is one of the major musical figures of the Romantic Era. As the music historian Paul Henry Lang noted, “Wagner himself wanted to be more than a great musician; the new music he created was for him merely the path to the complete reorganization of life in his own spirit.” The course will focus on the development of Wagner's musical style through a study of his Music Dramas, paying attention to the philosophical, artistic, poetic and political currents that shaped Wagner's life and musical career.

*T. Frank Kennedy, S.J.*

#### **MU 301 Introduction to World Music (Fall/Spring: 3)**

**Satisfies Cultural Diversity Core Requirement**

##### **Cultural Diversity**

This course provides an introduction to selected musical traditions from around the world, in their cultural contexts. Our main goals are to study the connections between music and other cultural features and institutions, to become familiar with the features of major musical styles from the cultures studied, and with basic concepts in ethnomusicology and comparative musicology. Case studies include Native North and South American; West, Central and Southern African; Arabic, Persian, Hindusthani, Karnatak, Javanese, and Japanese musics. Musical training and background are not required, and are not presumed.

*Ann Morrison Spinney*

#### **MU 312 Counterpoint I (Spring: 3)**

*Prerequisite:* MU 110

##### **Theory Course**

In this course we will study the fundamentals of two and three-part polyphonic styles. Using the principles of species counterpoint, we will acquire a dependable contrapuntal technique to write short compositions first in two parts and eventually in three. Assignments will include short works in free imitation, strict canon and invertible counterpoint. Our studies will include a brief survey of the historical origins of Western polyphony, and analysis of contrapuntal compositions of the Baroque period.

*Thomas Oboe Lee*

*Margaret McAllister*

#### **MU 315 Seminar in Composition (Spring: 3)**

*Prerequisite:* MU 211 or MU 215

##### **Theory Course**

The course will be conducted in two parts. One: class will meet once a month. Works in both tonal and twentieth century idioms will be discussed and used as models for student compositions. Two: each student will meet once a week with the instructor for a private studio composition lesson. The student will complete, by the end of the semester, three original compositions: theme and variations, a movement for string quartet, and a song cycle for voice and piano. The purchase of Finale, music software, created by Coda Music Technology, Mac or PC version, is required for this course.

*Thomas Oboe Lee*

#### **MU 320 Music and America (Spring: 3)**

**Offered Biennially**

##### **Cross-Cultural Course.**

A survey of the musical heritage of the United States in the broadest historical and stylistic terms possible: from before the Puritans past punk. Included are religious and secular music as well as popular and elite genres, such as Native American pow-wow music, Puritan hymnody and colonial singing schools, minstrelsy and parlor music, the rise of nationalism and its rejection in art music, music in the theater and in films, jazz and gospel, popular music as social enforcer and as social critic. Important figures include William Billings, Stephen Foster, Charles Ives, Louis Armstrong, Aaron Copland, Elvis Presley, and Jimi Hendrix.

*Jeremiah McGrann*

**MU 321 Rhythm and Blues in American Music (Fall: 3)**

Cross Listed with BK 266

**Cross-Cultural Course**

See course description in the Black Studies Department.

*Hubert Walters*

**MU 322 Jazz in America (Spring: 3)**

Cross Listed with BK 285

**Cross-Cultural Course**

This course provides a thorough and detailed study and examination of the Black music that has come to be known as jazz. The socio-political nature of Black music in America, Black music in education, and the relations of Black music and the mass media are considered. Students will have the opportunity to experience live performances of jazz and will be asked to do a general analysis of at least one recording (LP) of a jazz performance.

*Hubert Walters*

**MU 330 Introduction to Irish Folk Music (Fall: 3)**

**Cross-Cultural Course**

An introduction to Irish music including: a historical examination of the music and its indigenous instruments, and a close study of contemporary developments arising from the folk music revival of the 1960s, particularly in relation to ensemble performance. Both dance music and the vocal tradition will be surveyed, with an emphasis on the former. Live performance will be incorporated where possible in class, combined with extensive use of audio material as a basis for discussion and analysis.

*Ann Spinney*

**MU 331 Introduction to Celtic Musics (Spring: 3)**

The class structure will be that of a seminar, utilizing selected readings and classroom discussion as well as lecture.

Celtic music, one of the main economic engines of the current world music sound, is examined from a musical and a cultural perspective. MU 331 will look specifically at the musics of the "Celtic Fringe" (Ireland, Scotland, Wales, Brittany, Galicia, Cornwall, and the Isle of Man) as they are found in a traditional setting as well as in their roles in the modern musical landscape, discovering the music's role in the formation of national identity and the maintenance of cultural identity.

*Ann Morrison Spinney*

**MU 340 The Ballad Tradition (Spring: 3)**

Fulfills study abroad prerequisite in Ireland. Open to graduate students for credit.

This course surveys the English-language ballad traditions of England, Wales, Scotland, Ireland, North America, and Australia. Beginning with the medieval Continental roots of the form, we will consider how the ballad became a popular medium for news, politics, protest, and memorialization. Case studies include Child Ballads, Jacobite songs, emigration and famine songs, Union songs, the Folk Revival, and Celtic Rock. No musical experience is assumed. Open to graduate students for credit. Fulfills study abroad pre-requisite in Ireland.

*Ann Morrison Spinney*

**MU 400 Readings and Research (Fall/Spring: 3)**

*The Department*

**MU 403 Honors Thesis Preparation (Fall/Spring: 3)**

*Jeremiah McGrann*

**MU 404 Music Internship (Fall: 1)**

*Jeremiah McGrann*

**MU 405 Senior Seminar (Fall: 3)**

For music majors in their senior year (exception only by special permission). Through supervised reading, research, writing, discussion and performance, this seminar will help majors develop a framework for synthesizing their various courses into a coherent whole, with special emphasis in the area of strongest interest (theory, composition, history, cross-cultural studies, or performance). It will also help prepare students for examinations in listening repertoire and ear-training (see major requirements).

*Jeremiah McGrann*

*Ann Spinney*

**Philosophy**

**Faculty**

**Richard Murphy**, *Professor Emeritus*; A.B., A.M., Boston College; S.T.L., Weston College; Ph.D., Fordham University

**Norman J. Wells**, *Professor Emeritus*; A.B., Boston College; L.M.S., Pontifical Institute of Medieval Studies; A.M., Ph.D., University of Toronto

**James Bernauer, S.J.**, *Professor*; A.B., Fordham University; A.M., St. Louis University; M.Div., Woodstock College; S.T.M., Union Theological Seminary; Ph.D., State University of New York

**Oliva Blanchette**, *Professor*; A.B., A.M., Boston College; S.T.L., Weston College; Ph.D., Université Laval; Ph.L., Collège St. Albert de Louvain

**Patrick Byrne**, *Professor*; Chairperson of the Department; B.S., A.M., Boston College; Ph.D., New York State University

**John J. Cleary**, *Professor*; A.M., University College, Dublin; Ph.D., Boston University

**Richard Cobb-Stevens**, *Professor*; A.B., A.M., Boston College; Ph.D., University of Paris

**Joseph F. X. Flanagan, S.J.**, *Professor*; A.B., A.M., Boston College; S.T.L., Weston College; D.D.S., Washington University; Ph.D., Fordham University

**Jorge Garcia**, *Professor*; B.A., Fordham University; Ph.D., Yale University

**Axel Honneth**, *Visiting Professor*; M.A. University at Bonn and Bochum; Ph.D., Free University Berlin

**Richard Kearney**, *Seelig Professor*; B.A., University of Dublin; M.A., McGill University; Ph.D., University of Paris

**Peter J. Kreeft**, *Professor*; A.B., Calvin College; A.M., Ph.D., Fordham University

**Arthur R. Madigan, S.J.**, *Professor*; A.B., Fordham University; A.M., Ph.D., University of Toronto; M.Div., S.T.B., Regis College, Toronto

**Thomas J. Owens**, *Professor*; A.B., A.M., Boston College; Ph.D., Fordham University

**David M. Rasmussen**, *Professor*; A.B., University of Minnesota; B.D., A.M., Ph.D., University of Chicago

**William J. Richardson, S.J.**, *Professor*; Ph.L., Woodstock College; Th.L., Ph.D., Maitre-Agrege, University of Louvain

**John Sallis**, *Adelmann Professor*; M.A., Ph.D., Tulane University

**Jacques M. Taminaux**, *Professor*; Doctor Juris, Ph.D., Maitre-Agrege, University of Louvain

**Jean-Luc Solere**, *Visiting Professor*; M.A. University of Paris-Sorbonne; Ph.D., University of Poitiers

**Ronald Anderson, S.J.**, *Associate Professor*; B.Sc., University of Canterbury; Ph.D., University of Melbourne; M.Div., Weston School of Theology; Ph.D., Boston University

**Gary Gurtler, S.J.**, *Associate Professor*; B.A., St. John Fisher College; M.A., Ph.D., Fordham University; M.Div., Weston School of Theology

**Stuart B. Martin**, *Associate Professor*; A.B., Sacred Heart College; L.M.H., Pontifical Institute of Medieval Studies; A.M., Ph.D., Fordham University

**Vanessa P. Rumble**, *Associate Professor*; B.A., Mercer University; Ph.D., Emory University

**Francis Soo**, *Associate Professor*; A.B., Berchmans College; A.M., University of Philippines; B.S.T., Fu-Jen University; A.M., Harvard University; Ph.D., Boston College

**Eileen C. Sweeney**, *Associate Professor*; B.A., University of Dallas; M.A., Ph.D., University of Texas at Austin

**Ronald K. Tacelli, S.J.**, *Associate Professor*; A.B., Boston College; M.Div., Weston College; Ph.D., University of Toronto

**Marina B. McCoy**, *Assistant Professor*; B.A., Earlham College; M.A., Boston University

**Gerard C. O'Brien, S.J.**, *Assistant Professor*; A.B., A.M., Boston College; Ph.D., Fordham University

**David McMenamin**, *Adjunct Associate Professor*; Director of PULSE Program; B.A., Fordham University; M.A., Villanova University; Ph.D., Boston College

**Brian J. Brame**, *Adjunct Assistant Professor*; B.S., Central Michigan University; St.B., Gregorian University, Rome; M.A., Gonzaga University; Ph.D., Boston College

**Laura Garcia**, *Adjunct Assistant Professor*; B.A., Westmont College; Ph.D., University of Notre Dame

**Gretchen M. Gusich**, *Adjunct Assistant Professor*; B.A., University of Notre Dame, Ph.D., The Catholic University of America

**Colin Heydt**, *Adjunct Assistant Professor*; B.A., Swarthmore College; Ph.D., Boston University

**Michael R. Kelly**, *Adjunct Assistant Professor*; B.A., Ph.D., Fordham University

**Paul McNellis, S.J.**, *Adjunct Assistant Professor*; B.A., Cornell University; M.Hum., Fordham University; B.A., Ph.L., Georgian University, Rome, Italy; Ph.D., Boston College

**Mary Troxell**, *Adjunct Lecturer*; B.A. Amherst College; Ph.D. (candidate), Boston University

#### Contacts

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- Graduate Program Assistant: RoseMarie DeLeo, 617-552-3847, rosemarie.deleo.1@bc.edu
- Department Secretary: Bonnie Waldron, 617-552-3845, bonnie.waldron.1@bc.edu
- Website: <http://www.bc.edu/philosophy/>

#### Undergraduate Program Description

Philosophical study at Boston College provides the opportunity for open-ended inquiry and reflection on the most fundamental questions about ourselves and our world. The Philosophy Department offers a broad spectrum of courses in the history of philosophy with special focus on Continental Philosophy from Kant to the present. Faculty teach and conduct research in metaphysics, philosophy of sci-

ence, philosophy of religion, ethics, and social and political philosophy. The department offers a program of courses allowing for concentration in the following specialized areas of philosophy: ancient, medieval, modern, contemporary American, contemporary continental, and the philosophies of religion and science. In addition to these areas of specialization, provision is made for interdisciplinary programs.

Undergraduate students may, with the approval of the Chairperson and the individual professor, enroll in certain graduate philosophy courses.

The Department offers to qualified students the opportunity to do independent research under the direction of a professor. The Department also participates in the Scholar of the College Program, details of which are to be found in the Arts and Sciences section.

Undergraduate majors who plan to do graduate work in philosophy will be prepared more than adequately to meet all requirements of graduate schools.

#### Major Requirements

Working under the guidance of faculty advisors, students are encouraged to design a well-balanced program that will give them a solid foundation in the history of philosophy and yet allow for development of their major interests. Philosophy majors begin with one of the Philosophy Core offerings.

#### History of Philosophy (Electives)

This sequence is intended for students who have completed the Core requirement in philosophy and who wish to understand the history of Western thought in greater depth. Through study of the major thinkers in the history of philosophy, a student will have the opportunity to develop a critical appreciation for the complexity of their thought: the influences which have shaped their ethics, metaphysics, and epistemology, and the rich legacy of insight to which they have contributed. Open to both majors and non-majors, these courses are recommended especially for those who consider pursuing graduate study in philosophy and wish a thorough grounding in its history. Students are free to take selected courses or the sequence in its entirety.

- PL 405 Greek Philosophy
- PL 406 Modern Philosophy
- PL 407 Medieval Philosophy
- PL 408 Nineteenth and Twentieth Century Philosophy

#### Philosophy Minor

The Philosophy minor is structured to give students several thematic options which correspond to the traditional divisions of philosophical inquiry:

- Ethical and Political Philosophy
- Aesthetics
- Philosophy of Religion
- History and Philosophy of Science

The Department will offer in each of these areas a sequence of courses that will build on the foundation of our core courses. Each student will design his or her own minor in consultation with a faculty advisor. Each program will consist of a coherent blend of required and elective courses. With the permission of the instructor seniors may participate in some graduate seminars.

#### Information for First Year Majors and Non-Majors

The Department offers students three basic options for fulfilling the University's two-semester Core requirement in Philosophy: Core Program, Perspectives Program, and PULSE Program.

**Core Programs**

The Core requirement for all undergraduates is six credits in philosophy. The options and the requirements they fulfill are listed below:

- PL 070-071 Philosophy of the Person (Fall/Spring)  
This is a two-semester, 6-credit course that fulfills the Core requirement in Philosophy.
- PL 281-282 Philosophy of Human Existence  
This is a two-semester, 6-credit course that fulfills the Core requirement in Philosophy.

**Perspectives Program I-IV**

The Perspectives Program at Boston College is a four-year interdisciplinary program centered upon the great books of the Western intellectual tradition. It integrates the humanities and natural sciences in order to help students work out for themselves a set of coherent answers to such questions as the following: Who are we? Where do we come from? Where are we going? The Perspectives Program seeks (1) to educate the whole person, (2) to help students develop skills in practical living and critical thinking, and (3) to form students who are intelligent, responsible, reasonable, and attentive.

Each of the Perspectives courses runs for two-semesters, for twelve credits. Each is designed to fulfill the Core requirements of the relevant departments. Perspectives I (Perspectives on Western Culture), is open only to Freshman. Perspectives II (Modernism and the Arts), Perspectives III (Horizons in the New Social Sciences), and Perspectives IV (New Scientific Visions) may be taken at anytime while a student is enrolled at Boston College. Descriptions of Perspectives II, III, and IV are also listed in the University courses section of the catalog.

None of the courses in the Perspectives sequence is a prerequisite for any of the other courses.

**Perspectives I**

**PL 090-091 (TH 090-091) Perspectives on Western Culture I and II (Perspectives I)**

This two-semester, 12-credit course fulfills the Core requirements in both Philosophy and Theology. **For Freshmen Only**

**Perspectives II**

**UN 104-105/UN 106-107 Modernism and the Arts I and II**

This two-semester course fulfills the 6-credit Philosophy Core requirement, the 3-credit Literature Core requirement, and the 3-credit Fine Arts Core requirement.

**Perspectives III**

**UN 109-110/UN 111-112 Horizons of the New Social Sciences I and II**

This two-semester course fulfills the 6-credit Philosophy Core requirement and the 6-credit Social Sciences Core requirement.

**Perspectives IV**

**UN 119-120/UN 121-122 New Scientific Visions I and II**

This two-semester course may fulfill the 6-credit Philosophy Core requirement and either the 6-credit Natural Science Core or the 3-credit Mathematics Core and 3-credits of the Natural Science Core.

**PULSE Program for Service Learning**

The PULSE Program for Service Learning provides students with the opportunity to explore questions of philosophy, theology, and other

disciplines in courses which incorporate field work experience in one of Boston's many social service organizations. Through the combination of academic reflection and community service, students are provided with a framework for understanding the intimate relationship between theory and practice.

In light of classic and contemporary philosophical and theological texts, PULSE students address topics such as the relationship of self and society, the nature of community, the mystery of suffering and the practical difficulties of developing a just society. PULSE students are challenged to investigate the insights offered by their readings in relation to their service work.

Most PULSE students are enrolled in the course Person and Social Responsibility, which is one of the options for fulfilling the Core requirements in philosophy and theology. Several PULSE elective courses are also offered, including Values in Social Services and Health Care, Boston: An Urban Analysis, Self and the City: An Exploration in Writing, and Self and the City: A Personal Response.

All PULSE courses require a ten to twelve hour per week commitment to service. Carefully selected field placements in youth work, the correctional system, emergency shelters, AIDS and HIV services, legal and community advocacy, and literacy programs become the context in which students forge a critical and compassionate perspective both on society and on themselves. Opportunities for field experience are available in a variety of neighborhoods and institutions. The placements aim at responding to community needs while simultaneously providing a challenging opportunity for students to confront social problems.

PULSE provides four levels of direction and supervision for student work: the on-site placement supervisor, faculty member, PULSE Council member, and PULSE staff. After an initial orientation, the on-site supervisor meets regularly with students to provide information, direction, and constructive feedback. The faculty member directs the student's academic work in a regularly scheduled class. In addition, he or she meets with students weekly in discussion groups to consider issues which have presented themselves in the student's service work. The PULSE Council member is an upper class student who serves as coordinator, peer advisor, and support person. The PULSE Director has overall responsibility for the educational goals and interests of the PULSE program. In fulfilling that responsibility, the Director and the Assistant Director work as consultants and advisors for students, placement supervisors, and faculty.

**PL 088-089 (TH 088-089) Person and Social Responsibility I**

This is a two-semester, 12-credit course that fulfills the University's Core requirements in Philosophy and Theology. **Must be taken prior to senior year.**

**Fifth Year B.A./M.A. Program**

Undergraduate Philosophy majors may opt to enter a five-year B.A./M.A. program. Application to the program will normally take place during the junior year. Students admitted to the B.A./M.A. program will follow the curriculum for Philosophy majors, except that two courses taken during the senior year must be eligible for graduate credit. These two courses will count toward the M.A. as well as the B.A. The remainder of the M.A. may thus be completed by taking eight additional graduate courses as well as the Master's comprehensive examination and meeting the language requirement for Master's students.

Interested undergraduate Philosophy majors must apply to the Graduate School of Arts and Sciences. Expectations are that such applicants will have achieved an overall GPA of at least 3.33 and a major GPA of 3.5 or above.

### ***Graduate Program Description***

The Department of Philosophy offers M.A. and Ph.D. programs. These programs provide a strong emphasis on the history of philosophy (ancient, medieval, modern, and contemporary), and a special focus on Continental philosophy from Kant to the present. Faculty also teach and conduct research in metaphysics, philosophy of science, philosophy of religion, ethics, aesthetics, and social and political philosophy. Students have considerable flexibility in designing programs of study, and they can work with faculty and take certain courses in the Political Science, Theology, and other departments. If a desired course is not offered, please consult with the appropriate professor. It may be possible to arrange a Readings and Research course on the desired topic. For further information refer to our website at <http://www.bc.edu/philosophy/>.

All applicants who are native speakers of English must submit the results of the Graduate Record Examination. All applicants who are not native speakers of English must submit the results of the TOEFL Examination. Admission to the doctoral program is highly selective (five or six admitted each year from over 150 applicants).

#### **M.A. Program Requirements**

Requirements for the M.A. are as follows:

- Ten (10) courses (thirty credits)
- Proficiency in one foreign language (Latin, Greek, French, or German)
- One hour oral comprehensive examination on a reading list in the history of philosophy.

It is possible, though not common, for students to write a M.A. thesis in place of two courses (six credits). The M.A. may be taken on a full-time or part-time basis. Departmental financial aid and tuition remission are not normally available for students seeking the M.A.

#### **Ph.D. Program Requirements**

Requirements for the Ph.D. are as follows:

- One year of full-time residence
- Sixteen (16) courses (forty-eight credits)
- Proficiency in logic (tested by course or by examination)
- Proficiency in two foreign languages (Latin, Greek, French or German)
- Preliminary comprehensive examination
- Doctoral comprehensive examination
- Dissertation
- Oral defense of the dissertation
- Students entering the program with the M.A. in philosophy may be credited with six courses (eighteen credits) toward the Ph.D.

The preliminary comprehensive is a one hour oral examination on a reading list in the history of philosophy, and it is to be taken at the end of the student's first year. The doctoral comprehensive is a two hour oral examination on the student's dissertation proposal, a systematic problem, and two major philosophers; it is to be taken by November of the student's fourth year (third year, for students entering the program with the M.A. degree in hand).

Doctoral students are generally admitted with financial aid in the form of Research Assistantships and Teaching Fellowships. Research assistants and teaching fellows receive remission of tuition for required

courses. Doctoral students generally teach after the first year; the program includes a seminar on teaching. Doctoral students are expected to pursue the degree on a full-time basis and to maintain satisfactory progress toward the completion of degree requirements.

#### **Institute of Medieval Philosophy and Theology**

The Department of Philosophy is linked to the Institute of Medieval Philosophy and Theology. The Institute is a center that unites the teaching and research efforts of faculty members in the Philosophy and Theology Departments who specialize in medieval philosophy and theology. For information about the Institute of Medieval Philosophy and Theology, refer to the Research Centers in the About Boston College section of this catalog or to the website at <http://www.bc.edu/schools/cas/theology/graduate/special/med-phil/>.

#### **The Lonergan Institute**

Studies related to the work of Jesuit theologian and philosopher Bernard Lonergan (1904-1984) are sponsored by the Lonergan Institute at Boston College. The Institute supports the renowned Lonergan Workshop and other conferences, scholarship assistance, and operates the Lonergan Center, a center for research with an extensive collection of published and unpublished works. For more information, refer to the Research Centers in the About Boston College section of the catalog, or to the website <http://www.bc.edu/lonergan/>.

#### **Electives**

If a desired course is not offered, please consult with the appropriate professor. It may be possible to arrange a Readings and Research course on the desired topic.

### ***Undergraduate Course Offerings***

**Note:** Future course offerings and courses offered on a periodic basis are listed at <http://www.bc.edu/courses/>.

**PL 070-071 Philosophy of the Person I and II (Fall/Spring: 3)**

**Satisfies Philosophy Core Requirement**

**Two-semester, 6-credit course (PL 070-071). Total of three credits each term.**

This course introduces students to philosophical reflection and to its history through the presentation and discussion of the writings of major thinkers from ancient, medieval, modern, and contemporary periods. The course is designed to show how fundamental and enduring questions about the universe and about human beings recur in different historical contexts. Emphasis is given to ethical themes, such as the nature of the human person, the foundation of human rights and corresponding responsibilities, and problems of social justice.

*The Department*

**PL 088-089 Person and Social Responsibility I and II (Fall/Spring: 3)**

*Corequisite:* TH 088-089

**Satisfies Philosophy Core Requirement**

**Satisfies Theology Core Requirement**

**Total of six credits each term. Satisfies Philosophy and Theology Core requirements. Enrollment limited to freshmen, sophomores, and juniors**

The course requirements include ten to twelve hours per week of community service. In light of classic philosophical and theological texts, students in this course address the relationship of self and society, the nature of community, the mystery of suffering and the practical

difficulties of developing a just society. PULSE students are challenged to investigate the insights offered by their readings in relationship to their service work. Places in the course are very limited.

*The Department*

**PL 090-091 Perspectives on Western Culture I and II/Perspectives I and II (Fall/Spring: 6)**

*Corequisite:* TH 090-091

**Satisfies Philosophy Core Requirement**

**Satisfies Theology Core Requirement**

**Total of six credits each term. Satisfies Philosophy and Theology Core requirements. Freshman only.**

The course introduces students to the Judeo-Christian biblical texts and to the writings of such foundational thinkers as Plato, Aristotle, Augustine, Aquinas, Luther, Bacon, Descartes, Hobbes, Locke, Kant, Hegel, and Kierkegaard. The first semester considers the birth of the self-critical Greek philosophic spirit, the story of the people of Israel, the emergence of Christianity and Islam, and concludes with a consideration of medieval explorations of the relationship between faith and reason. Attention will also be paid to non-Western philosophical and theological sources.

*The Department*

**PL 160 The Challenge of Justice (Fall/Spring: 3)**

**Cross Listed with TH 160**

**Satisfies Philosophy Core Requirement**

See course description in the Theology Department.

*Matthew Mullane*

*Stephen Pope*

**PL 193 Chinese Classical Philosophy: Confucianism, Taoism, and Buddhism (Fall/Spring: 3)**

**Satisfies Cultural Diversity Core Requirement**

Starting from the general introduction to Chinese philosophy as a whole, the course will focus on three of the most important philosophical schools: Confucianism, Taoism, and Buddhism. Emphasizing social harmony and order, Confucianism deals mainly with human relationships and human virtues. Centered on the harmony between nature, man, and society, Taoism teaches the most natural way to achieve this harmony, Tao. Synthesized as soon as it arrived in China, Buddhism reveals that the ultimate reality both transcends all being, names, and forms and remains empty and quiet in its nature.

*Francis Y. Soo*

**PL 210 Justice in Ancient Greece (Fall: 3)**

**Cross Listed with CL 210, TH 210**

See course description in the Classics Department.

*David H. Gill, S.J.*

**PL 216 Boston: An Urban Analysis (Spring: 3)**

This course is intended for PULSE students who are willing to investigate, analyze, and understand the history, problems, and prospects of Boston's neighborhoods. With the exception of the fourth session, class meetings in the first half of the semester will meet on campus. Class number four will meet in the Skywalk Observation Deck at the Prudential Center. For the second half of the semester, as snow banks give way to slush and sun and blossoms, we will meet in the South End of Boston for a case study of a most intriguing and changing inner-city neighborhood.

*David Manzo*

**PL 221 Self and the City: An Exploration in Writing (Fall: 3)**

This PULSE elective, which requires a PULSE placement, will aim at a deepened understanding of the Self as it evolves in the major life experiences of contemplation, relationship, education, and our encounters in the world. Readings, combined with placement experiences, will prompt class discussion of such questions as the following: how do we become self-aware; how do we best witness to Self and others? The course will emphasize the potential of the written word to inform, to teach, and to inspire others.

*Kathleen Hirsch*

**PL 222 Self and the City: A Personal Response (Spring: 3)**

**Cross Listed with EN 422**

This PULSE elective, which requires a PULSE placement, will explore the choices available to the Self in response to the world. Through biographies, essays, poems, and oral history, we will examine the question of personal calling: service/activism; creativity/image making, and healing/sanctuary. Through discussion, journal and other writings, students will gather the elements of their own spiritual awareness, education, and experience, attempting to discover an ethics of the responsible self.

*Kathleen Hirsch*

**PL 233 Values in Social Services and Health Care (Fall: 3)**

Through readings, lectures, discussions, field placements and written work, we will attempt the following: to communicate an understanding of the social services and health care delivery systems and introduce you to experts who work in these fields; explore ethical problems of allocations of limited resources; discuss topics that include violence prevention, gangs, homelessness, mental illness, innovative nursing initiatives, economic inequality, community wealth ventures, and the law; and consider possibilities for positive changes in the social service and health care system.

*David Manzo*

**PL 259 Perspectives on War, Aggression, and Conflict Resolution I (Fall: 3)**

**Cross Listed with SC 250, TH 327**

See course description in the Theology Department.

*Matthew Mullane*

**PL 264 Logic (Fall/Spring: 3)**

This course will consider the principles of correct reasoning together with their application to concrete cases.

*The Department*

**PL 268 The History and Development of Racism (Fall/Spring: 3)**

**Cross Listed with BK 268, SC 268**

**Satisfies Cultural Diversity Core Requirement**

This course traces the interrelationships of individual and institutional forms of racism. The course will survey historical forms of racism in the United States and will identify past and present methods of opposing racism. A focus on racism toward African Americans will also allow independent and group study of racism towards Asians, Latinos, and native indigenous peoples.

*Horace Seldon*

**PL 291 Philosophy of Community I (Fall: 3)**

*Prerequisite:* Limited to Members of the PULSE Council  
**Offered Biennially**

This seminar explores the nature of community, with particular focus on community in the American context. Some of the central his-

torical, cultural, political and religious forces that have shaped both American community and the American understanding of community are examined. These questions are initially approached from a historical perspective with an assessment of the philosophical ideas which were dominant in the political thinking of the American founders. The seminar then considers the historical development of those ideas in light of the way they are concretized in political practice, arriving at an assessment of contemporary American thinking on community.

*Joseph Flanagan, S.J.*

*David McMenamin*

**PL 292 Philosophy of Community II (Spring: 3)**

*Prerequisite:* Limited to Members of the PULSE Council

**Offered Biennially**

This course is a continuation of the themes of Philosophy of Community I which further explores the themes of that course: the nature of community, particularly in the American context; the historical, cultural, political and religious forces that have shaped American community and the American understanding of community.

*Joseph Flanagan, S.J.*

*David McMenamin*

**PL 299 Readings and Research (Fall/Spring: 3)**

By arrangement.

*The Department*

**PL 307 Teaching Assistantship (Fall/Spring: 3)**

**PL 338 The Heidegger Project I (Fall: 3)**

Some knowledge of traditional philosophy (Aristotle, Descartes, etc.) would be helpful but is not an absolute prerequisite.

This is a course designed to allow undergraduates an opportunity to work closely with the major texts of Martin Heidegger, one of the leading twentieth century philosophers. Students will be expected to participate in assessing Heidegger's relevance to contemporary issues and in developing their own philosophical views vis-à-vis Heidegger's.

*Thomas J. Owens*

**PL 339 The Heidegger Project II (Spring: 3)**

*Prerequisite:* PL 338

This is a continuation of the fall semester course (PL 338) and open only to students who have participated in that course.

*Thomas J. Owens*

**PL 397 Perspectives Thesis (Spring: 3)**

By arrangement.

*The Department*

**PL 398 Senior Thesis (Fall/Spring: 3)**

By arrangement.

*The Department*

**PL 400 Introduction to Moral Theory (Fall: 3)**

This course discusses fundamental issues in moral philosophy, including the relation of moral standards to social practices, which things are good or bad, what actions are right or wrong and why, the virtues' nature and identity, the connection among value, virtue, and right action, and some principal approaches to normative ethical theory. Readings include works by David Oderberg, Shelly Kagan, and others.

*Jorge Garcia*

**PL 401 History of Madness (Spring: 3)**

This course will center on a reading of the most important text by Michel Foucault (1926-1984) *The History of Madness in the Age of*

*Reason*. Although written in 1961, the first full translation was only published in 2005. We will see how the insights of this book illumine reason, non-reason and mental illness.

*James W. Bernauer, S.J.*

**PL 403 Does God Exist? (Fall: 3)**

**Offered Biennially**

This course aims to be a serious examination, for capable undergraduates, of arguments for and against the existence of God.

*Ronald K. Tacelli, S.J.*

**PL 405 Greek Philosophy (Fall: 3)**

Great things must have great beginnings—including philosophy. Has there ever been another Socrates, another Plato, another Aristotle? The very best introduction to philosophy, both its history and your personal love of wisdom, is apprenticeship to these masters.

*Gary Gurtler, S.J.*

**PL 406 History of Modern Philosophy (Fall: 3)**

From Descartes to Kant, we will study in a synthetic but not superficial manner the main philosophies which have punctuated the rise of the modern mind, the development of scientific knowledge, the transformations of Western societies: a period where conquering rationality asserted its autonomy and lead to the idea of Enlightenment, but at the same time reflected on its own limits through an unavoidable confrontation of its structures with the empirical data.

*Jean-Luc Solere*

**PL 407 Medieval Philosophy (Spring: 3)**

This course will explore some of the major thinkers and themes in philosophy from the Middle Ages. Through the works of Augustine, Boethius, Maimonides, Avicenna, Anselm, Abelard, Aquinas, Scotus, and Ockham, we will examine the view of philosophical inquiry, the nature of God, the path and end of the good life, the relationship of faith and reason, the relationship between theology, philosophy, science, and poetry.

*Eileen C. Sweeney*

**PL 408 Nineteenth and Twentieth Century Philosophy (Spring: 3)**

This course will begin with an examination of revolutionary themes from nineteenth century philosophy: Hegel's reason in history, Kierkegaard's paradox of subjectivity, Nietzsche's critique of modernity as nihilism, and Frege's transformation of logic. A study of key texts by these thinkers will set the stage for an understanding of major movements in twentieth century philosophy: phenomenology, existentialism, and analytic philosophy. Readings will be selected from such authors as Husserl, Sartre, Wittgenstein, Quine, McDowell, and Oakeschott.

*Richard Cobb-Stevens*

**PL 414 Race and Philosophy (Spring: 3)**

This course employs methods of recent Anglophone philosophy to examine such topics as the bases and justification of racial solidarity; whether races are real and, if so, what they are (social constructions? natural categories?) and how they come to exist; racial identity; and the nature, preconditions, loci, subjects, and targets of racism.

*Jorge Garcia*

**PL 429 Freud and Philosophy (Fall: 3)**

The first half of the semester will be dedicated to a chronological reading of Freudian texts. We will examine Freud's work on hysteria, his groundbreaking work in dream interpretation, his attempt to apply

the notion of unconscious mechanisms to cultural anthropology, and the implications of his ongoing revisions in classification of the instincts. In the second half of the semester, we survey the developments which have taken place in psychoanalytic theory and practice since Freud's day, including some of the more creative and philosophically fruitful readings of Freud, such as those of Klein, Winnicott, Marcuse, and Lacan.

*Vanessa P. Rumble*

**PL 443 Political Philosophy: Montesquieu to Mill (Fall: 3)**

This course examines the thought of some of the major political philosophers from the mid-eighteenth to the late nineteenth century. Stress is on the reading, analysis, and discussion of primary texts and the relation of these thinkers both to the earlier tradition and to the contemporary period. Fundamental questions such as the relationship of political philosophy to basic epistemological and ethical questions, the foundations of authority in society, and how political philosophy is affected by cultural changes are given special emphasis.

*Gerard O'Brien, S.J.*

**PL 453 Gandhi, Satyagraha, and Society (Spring: 3)**

**Satisfies Cultural Diversity Core Requirement**

Well known as a freedom fighter for India's independence, Gandhi's deep concern regarding the impact of industrialization and injustice on the social fabric is not as well known. His analysis of the effects of technological civilization on society was not provincial (limited to what is sometimes called the third world) but universal. We will examine Gandhian thought through his own writings and explicate their relevance to the contemporary society, and examine selections from classical and contemporary literature on the philosophy and ethics, which will help us understand Gandhi's integrated vision of the citizen as a reflective and active individual.

*Pramod Thaker, M.D.*

**PL 455 Kierkegaard and Nietzsche (Fall: 3)**

Kierkegaard and Nietzsche are two of the most important thinkers of the nineteenth century and two leading influences on contemporary thought. This course will study their lives and the dominant themes of their thought along the lines of Christian belief and Atheistic Humanism.

*Stuart B. Martin*

**PL 470 Philosophy of World Religions (Fall: 3)**

*Prerequisite:* Philosophy Core fulfilled

**Satisfies Cultural Diversity Core Requirement**

The purpose of this course is the following: (1) to familiarize students with the teachings of each of the world's major religions; (2) to understand, empathize with, and appreciate them; (3) to appreciate one's own religion (or lack of one) better by comparison; (4) to philosophize critically and rationally about a subject that is not in itself critical and rational; and (5) to question and search for a universal nature or core of religion if possible.

*Peter J. Kreeft*

**PL 497 Parmenides and the Buddha (Spring: 3)**

Parmenides lived during a time when momentous yet similar changes were taking place—or being resisted—in civilizations as distant as Greece and China, and as diverse as Israel and India. What relation did his teaching that Being is One have in the resulting divisions within human consciousness? Was his teaching a logical miscalculation? Or is it a mystical insight? Arguably, Parmenides' message is espe-

cially relevant to our own time when the claims Rationalism and the allure of technology are gradually eroding our appreciation of, and access to, the mysterious realms of myth and religion.

*Stuart B. Martin*

**Undergraduate and Graduate Course Offerings**

**PL 500 Philosophy of Law (Fall: 3)**

**Offered Periodically**

This course is intended for both pre-law students and those interested in the contemporary interface of philosophy, politics, and law. The course will cover the following four topics: (1) brief overview of the history of interrelation between law and philosophy (Hobbes, Rousseau, Kant, and Hegel); (2) constitutional legal theory (Dworkin, Ackerman, Michelman, Breyer); and (3) political liberalism, public reason and international law (Rawls, Habermas); and (4) human rights and globalization. The course is intended both to provide an overview of these various positions and to enable students to take a critical stance toward current debates.

*David M. Rasmussen*

**PL 505 The Aristotelian Ethics (Spring: 3)**

*Prerequisite:* Philosophy Core

This course includes a reading of Aristotle's *Nicomachean Ethics* and examines its principal themes: happiness, virtue, responsibility, justice, moral weakness, friendship, pleasure, and contemplation.

*Arthur R. Madigan, S.J.*

**PL 507 Marx and Nietzsche (Spring: 3)**

Through a reading of Marx and Nietzsche's basic writings, we will examine two of the most innovative programs for philosophy in the nineteenth century. Both considered themselves beyond the tradition from which they came and yet both were shaped by that very tradition. We will be particularly interested in examining their respective notions of critique as well as the way they addressed the relationship between philosophy and life.

*David M. Rasmussen*

**PL 509 Twentieth Century Philosophy in Continental Europe (Fall: 3)**

**Offered Periodically**

This course examines approaches to the moral life grounded in phenomenological, existentialist, personalist, and postmodernist thought. Readings will be selected from works by or about Nicolai Hartmann, Max Scheler, Jean-Paul Sartre, Emmanuel Levinas, Jacques Derrida, and Karol Wojtyla.

*Jorge Garcia*

**PL 512 Philosophy of Existence (Fall: 3)**

**Offered Biennially**

An introduction to the work of some key existentialist thinkers from Kierkegaard and Nietzsche to such twentieth century philosophers as Sartre, Merleau-Ponty, and Ricoeur.

*Richard M. Kearney*

**PL 514 Einstein, Heisenberg, and Gödel: Relativity, Uncertainty, and Incompleteness (Spring: 3)**

Three profound twentieth century developments, Relativity Theory, Quantum Theory and the Incompleteness Theorems of mathematical logic, provided new perspectives into the nature of physical reality and mathematics. This course will introduce these remarkable discoveries in the context of the lives of Einstein, Heisenberg and Gödel, three of their principal architects. We will focus on how these

developments entail precise and formal limitations on our knowledge of the world and mathematical truth, limitations captured partially by the trio of qualities: relativity, uncertainty, and incompleteness. The significance of these limitations and their presence within twentieth century modernism and postmodernism will be explored.

*Ronald Anderson, S.J.*

**PL 515 Love and Friendship in the Ancient World (Fall: 3)**

**Offered Periodically**

In this course we will explore the ideas of a variety of ancient authors on love and friendship. Readings will include lyric poetry, Homer, and other Greek literary works, Plato, Aristotle, selections from the Bible, Ovid, the Stoics, and Augustine. We will explore romantic love, friendship, marital love, love of self, and love of God. The course will be focused around the nature of human desire and the question, "what is love?"

*Marina B. McCoy*

**PL 517 Psychoanalysis and the Question of Ethics (Spring: 3)**

Do the principles of a general ethics, even when tailored to psychology or psychiatry, apply to psychoanalysis, or does the fact that it deals with unconscious motivation mean that it must be guided by an ethics that is proper to itself? This is the issue that this course will address. It will focus on the thought of Jacques Lacan as articulated in his *Seminar VII. The Ethics of Psychoanalysis* (1992), with special emphasis on his interpretation of Sophocles' *Antigone*.

*William J. Richardson, S.J.*

**PL 522 The Problem of Time: Ontology and Subjectivity (Fall: 3)**

The nature of time is one of the trickiest puzzles in philosophy. Its elusiveness seems to be due to the fact that it pertains both to the objective world and our innermost subjectivity: there would be no time in the absence of movement, as well as in the absence of mind perceiving the movement. We will examine the main hypotheses regarding the essence of time, from Antiquity through Middle Ages, the nominalist and Newtonian revolution, until the threshold of contemporary phenomenological approach.

*Jean-Luc Solere*

**PL 524 Ethics: An Introduction (Fall: 3)**

*Prerequisite:* Philosophy Core

**Offered Periodically**

Ethics, properly understood, is a practical discipline, i.e., an intellectually rigorous study with implications for personal and social life. This course will introduce students to the standard issues of contemporary Anglo-American ethics, but also to a broader selection of issues addressed in classical and contemporary philosophy. The goal is to develop a more adequate understanding of what is means to be practically reasonable and of how practical reasonableness can be embodied in personal and social life.

*Arthur R Madigan, S.J.*

**PL 526 Introduction to Feminist Philosophies (Spring: 3)**

This course will explore several major approaches to feminist thinking. We will begin with liberal feminist thought and then examine some Marxist/socialist, radical, multicultural, as well as "conservative" critiques of liberal feminism. Throughout the course, the aim will be both to examine specific claims about gender and society as well as the ways in which these feminist philosophies are either explicitly or implicitly connected to larger claims about human nature and the good.

*Marina B. McCoy*

**PL 540 Philosophy of Liberation (Fall: 3)**

*Prerequisite:* Five courses in philosophy fulfilled.

**Satisfies Cultural Diversity Core Requirement**

**Offered Periodically**

This course will be a discussion of the philosophy of liberation, starting from the consciousness of oppression seen as a radically new starting point for education. The question will be examined first in two of its more remote forms—in Latin American with Freire, and in Africa with Fanon. Then, in two forms closer to home, in Afro-American consciousness, male (Malcolm X) and female (bell hooks), as well as in other instances of new demands for liberation as perceived by participants in the course.

*Olivia Blanchette*

**PL 541 Philosophy of Health Science: East and West (Spring: 3)**

**Satisfies Cultural Diversity Core Requirement**

This course will explore the underlying ethical suppositions of health care practice. Starting from concrete clinical problems such as the care of the elderly and the influence of technology, the course will attempt to draw out the philosophical assumptions of health care practice and show the necessity of an appropriate philosophical perspective in the resolution of day-to-day ethical dilemmas in health care. A close examination of medical practice, from Hippocratic regimen to high-tech medicine, will be undertaken. As a counterpoint, another ancient medical tradition from India, of about 500 B.C., will be studied.

*Pramod Thaker, M.D.*

**PL 545 Philosophy of Physics: An Introduction to Its Themes (Fall: 3)**

**The course is intended to be accessible without technical knowledge of physical theories, although a prior course in physics or mathematics will be helpful.**

Physics explores fundamental physical reality in ways that have deep and remarkable philosophical implications for the ways we conceptualize and come to know the world. This course will introduce major themes of contemporary philosophy of physics such as the nature of space and time as revealed by relativity theories and measurement, locality, and objectivity as revealed by quantum theory. New studies of chaos theory and complexity will also be considered.

*Ronald Anderson, S.J.*

**PL 554 Philosophy of Poetry and Music (Spring: 3)**

The purpose of this course is to provide an introduction into the world of painting, music, architecture and the dance. Some familiarity with literature will be presumed. After an initial exploration of these artistic worlds, participants will be encouraged to examine their experience in a more philosophical manner, trying to appropriate in a personal way the deeper significance and meaning of art. The influence of art in the formation of culture will be a subsidiary theme. Also, special attention will be given to the ways that the various art forms interrelate and support one another.

*Joseph F. Flanagan, S.J.*

**PL 577 Symbolic Logic: An Introduction to Its Methods and Meaning (Fall/Spring: 3)**

An introduction to the powerful ways the logical forms woven into deductive reasoning and language can be analyzed using abstract symbolic structures. Study of these structures is not only relevant for understanding effective reasoning but also for exploring the Anglo-American analytic philosophical tradition and foundations of mathematics, computer science, and linguistics. Philosophically interesting

properties about logical systems will be explored, including the task of proving whether a logical system is complete and consistent. Interesting topics of twentieth century logic will be briefly considered such as set theory, Russell's paradox and Goedel's theorems.

Ronald Anderson, S.J.

**PL 585 C.S. Lewis (Fall: 3)**

Lewis wrote poetry, literary criticism, science fiction, fantasy, philosophy, theology, religion, literary history, epics, children's stories, historical novels, short stories, psychology, and politics. He was a rationalist and a romanticist, a classicist and an existentialist, a conservative and a radical, a pagan and a Christian. No writer of our century had more strings to his bow, and no one excels him at once in clarity, in moral force, and in imagination: the true, the good, and the beautiful. We will consider a sampling of Lewis' fiction and non-fiction.

Peter J. Kreeft

**PL 593 Philosophy of Science (Fall/Spring: 3)**

This intent of this course is to provide an introduction to the central themes of twentieth century history and philosophy of science and to contemporary studies of science that explore the influence of factors such as the cultural and institutional context and experimental practices in the formation of scientific knowledge. The contributions of the sociological studies to understanding scientific knowledge will be explored. An underlying theme of the course will be the systematic issue of how scientific theories may be taken to provide us with knowledge of the structure of the world.

Ronald Anderson, S.J.

Patrick H. Byrne

**PL 595 Kant's Critique (Spring: 3)**

*Prerequisite:* PL 070-01 or equivalent.

**Offered Biennially**

This course is an analysis of the major theme of Kant's philosophy as expressed in his first critique, including a study of its antecedents and consequences in the history of philosophy.

Ronald K. Tacelli, S.J.

**PL 606 Philosophy and Painting (Fall: 3)**

**Offered Periodically**

This course deals with three philosophers of painting and with three corresponding groups of painters who were especially significant for these philosophers. Along with selections from Hegel's *Aesthetics*, attention will be given especially to seventeenth-century Dutch painting. In connection with Nietzsche's theory of the will to power as art, we will explore a certain affinity between Nietzsche's thought and French Impressionist painting. In relation to Heidegger's *Origin of the Work of Art*, consideration will be given both to van Gogh, whose work Heidegger discusses in the essay, and to Paul Klee, whose work later became the focus of Heidegger's interest.

John Sallis

**PL 617 The Individual in Medieval Thought (Fall: 3)**

What makes an individual being be an individual? In the case of man, what is personal identity made of, as far as man is not only a soul, but also a body? These issues require an elucidation of the fundamental concepts of ontology such as form, matter, substance, and of the conditions of their application to the human person. This will also give us occasion to decode the strange questions that medieval thinkers were used to ask about "borderline cases" to tackle these problems.

Jean-Luc Solere

**PL 621 Horkheimer and Adorno: Early Critical Theory (Fall: 3)**  
**Offered Periodically**

The course will examine the origins of Critical Theory, one of two most important movements in Continental Philosophy in the twentieth century, in the work of Max Horkheimer and Theodor Adorno. In particular I will be interested in examining their idea of "critical" as distinguished from "traditional" theory as well as their attempts to construct a philosophical diagnosis of society.

Axel Honneth

**PL 625 The Problem of Self-Knowledge (Fall: 3)**

"The unexamined life is not worth living." Socrates' proclamation forms the basic assumption of this course. However, important developments in Western culture have made the approach to self-knowledge both more difficult and more essential. During the first two weeks, we shall examine the history of self-knowledge and especially how post-Nietzschean philosophers have challenged traditional solutions of this problem. After this historical survey, we will begin the journey into your own self-knowing, choosing and loving.

Patrick H. Byrne

**PL 636 The Concept of Representation (Spring: 3)**

An analysis of the concept of representation as it is used in the philosophical discourse, mainly in ontology and epistemology.

Jean-Luc Solere

**PL 670 Technology and Culture (Fall: 3)**

**Cross Listed with CS 267, SC 670**

See course description under the Sociology Department.

William Griffith

*Graduate Course Offerings*

**PL 712 Phenomenology of the Image (Fall: 3)**

**Offered Periodically**

This course will explore the revolutionary contributions made to our philosophical understanding of the image and imaging by such thinkers as Husserl, Heidegger, Sartre, Merleau-Ponty and Bachelard. It will also look at the radical critiques leveled against the phenomenological approach by structuralism and deconstruction.

Richard M. Kearney

**PL 713 Virtue and Action (Spring: 3)**

This course treats the moral virtues and vices, especially in their relationship with right action, obligation, and supererogation in, for example, virtuous/vicious action, acting virtuously/viciously, performing an act of virtue/vice, being virtuous/vicious in doing something, its being virtuous/vicious of someone to perform an action, and so on. We will discuss objective and subjective accounts of the virtues and vices, intention-sensitivity, and treat output-driven, input-driven, and mixed accounts of duty.

Jorge Garcia

**PL 714 Pluralism, Toleration and Human Rights (Spring: 3)**

In *Political Liberalism*, John Rawls defines the task of political philosophy as that of applying the principle of toleration to philosophy itself. Clearly toleration, confronted with the pluralism of comprehensive doctrines, creates the most formidable dilemma in modern political-philosophical thought. In this course we will trace the idea of toleration from its origins in Locke's "Letter on Toleration," through Kant's political writings, to Rawls' "Political Liberalism," to its post-Rawlsian formulation as it effects issues regarding globalization and international human rights.

David M. Rasmussen

**PL 717 Mysticism (Spring: 3)**

No one in the history of human thought has ever put forth more challenging claims than the mystics did. To reach the absolute summit of thought, and perhaps beyond it; to “see” ultimate reality and attain “oneness” with IT. Is this madness or the highest human development that we are all designed for? What does the phenomenon of mysticism tell us about metaphysics, epistemology, anthropology, and ethics? What is the relation between mystics and saints? Between Western and Oriental mysticism? Is mysticism the highest common denominator in all religions? An open-ended exploration with a professor who is also a beginner here.

*Peter J. Kreeft*

**PL 719 Aquinas on Virtue and Law (Fall: 3)**

*Prerequisite:* This course is open to graduate students only.

**Offered Periodically**

Ethics has become once again a central concern for the understanding of human life. Before *After Virtue* there was *Virtue*. Before “Legitimation Theory” there has to be Law. This course will study Aquinas’ systematic approach to ethics in the framework of the *Summa Theologiae*. After a discussion of the structure of the *Summa*, it will focus on the concepts of “Virtue and Law” in Part II.1 and on the “Particular Virtues” as elaborated in Part II.2.

*Olivia Blanchette*

**PL 722 German Idealism (Spring: 3)**

This course deals with the development of German philosophy in the period immediately following the appearance of Kant’s three Critiques. Attention will be given to (1) the initial reception of the critical philosophy; (2) Fichte’s reformulation and systematization of the critical philosophy in the form of the *Wissenschaftslehre*; (3) Schelling’s appropriation of Fichte’s thought and his extension of it to the philosophy of art and of nature; (4) the emergence of Hegel’s early thought from this development.

*John Sallis*

**PL 723 Gadamer’s Hermeneutics (Fall: 3)****Offered Periodically**

This graduate course will consist of a careful reading of Hans-Georg Gadamer’s magnum opus, *Truth and Method*, which is the classic guide to his hermeneutical practice.

*John J. Cleary*

**PL 728 Foucault and de Certeau (Spring: 3)**

We will examine major texts from Foucault and bring them into conversation with some of de Certeau’s writings and his project of spiritual resistance.

*James W. Bernauer, S.J.*

**PL 730 Augustine and Anselm (Fall: 3)****Offered Periodically**

In this course, we will consider some of the major works by Augustine and Anselm, focussing on the issues of language, understanding of God, and the will, etc. Texts to include Augustine’s *Confessions*, *De magistro*, *Soliloquies*, *De libero arbitrio*, *De trinitate*, and Anselm’s *Proslogion*, *Monologion*, *De grammatico*, *De veritate*, *De libertate arbitrii*, and *De casu diaboli*.

*Eileen C. Sweeney*

**PL 735 Jurisprudence and Philosophy (Fall: 3)****Offered Periodically**

We will consider contemporary approaches to philosophy and law with particular emphasis on, *Between Facts and Norms*, by Jurgen Habermas as well as his recent work on problems of globalization and international law.

*David M. Rasmussen*

**PL 736 Spinoza’s Ethics (Spring: 3)****Offered Periodically**

A close textual study of one of the most ambitious attempts to dissolve the fears and the passions of ignorance.

*Jean-Luc Solere*

**PL 737 Introduction to Platonism (Spring: 3)**

This course has a two-fold purpose: the development of Platonic dialectic in defining philosophical ideas and its limitations as Plato combines dialectical examination with myth. The *Republic*, *Symposium*, *Phaedrus*, *Theaetetus* present the efforts of Socrates and his interlocutors to define justice, virtue, beauty, love, and knowledge itself. They steer a path between relativism, with purely arbitrary ideas, and dogmatism, with an absolute definition. Truth always occurs within a context and by means of discussion. The relation between *logos* and *mythos* is essential for understanding Plato’s project, at once literary and pedagogical as well as psychological and ontological.

*Gary M. Gurtler, S.J.*

**PL 740 The Philosophy of St. Augustine (Spring: 3)**

*Prerequisite:* Some introductory courses in philosophy. No knowledge of Latin required.

This course will examine Augustine’s philosophical insights and reflections on his experience as seen in his *Confessions* and some of his political philosophy as seen in *The City of God* and a few other works. We will also read three of his early works: *Against the Academics*, *Concerning the Teacher*, and *On Free Choice of the Will*. The stress will be on reading the texts themselves and seeing Augustine’s thought in the context of his life.

*Gerard C. O’Brien, S.J.*

**PL 762 Soren Kierkegaard (Spring: 3)****Offered Periodically**

This course will deal primarily with the early pseudonymous writings of Soren Kierkegaard. The following topics will be emphasized: (1) the function of irony and indirect communication in the pseudonymous works, (2) Kierkegaard’s conception of freedom and subjectivity, and (3) the nature of the relationship which Kierkegaard posits between reason, autonomy, and faith.

*Vanessa P. Rumble*

**PL 768 Insight (Spring: 3)**

Bernard Lonergan wrote his major work, *Insight*, to address what he regarded as the great challenges posed by Modernity: modern natural science, modern historical thought, and the great revolutions in modern philosophy, especially Descartes, Kant and Hegel. *Insight* shares concerns of post-modernism, but departs from its pervasive relativism. Written after his scholarly investigations of Aquinas, Lonergan set himself the task of developing what he learned from those studies into a methodical way of treating philosophical issues, a method that he called “self-appropriation.” This course will undertake a close reading of *Insight*, along with selections from Lonergan’s later writings.

*Patrick H. Byrne*

**PL 774 Beyond Aristotle's *Physics* (Fall: 3)**

**Offered Periodically**

This graduate course will consider the relationship between Aristotle's physics and metaphysics from many different perspectives; e.g., method, content, and status as theoretical sciences.

*John J. Cleary*

**PL 799 Readings and Research (Fall/Spring: 3)**

By arrangement.

*The Department*

**PL 817 Frege and Wittgenstein (Spring: 3)**

Gottlob Frege and Ludwig Wittgenstein had a profound influence on twentieth century philosophy. They developed an analytic method that transformed logic, ontology, and the philosophy of language. A reading of some of their major texts will provide the basis for a discussion of the validity and limits of contemporary logical analysis.

*Richard Cobb-Stevens*

**PL 824 Heidegger and Language (Fall: 3)**

*Prerequisite:* Serious familiarity with "Being and Time"

**Offered Periodically**

Heidegger's later work is marked by his reflections on language, where his interpretation of Heraclitus' Fragment 50 concerning "logos" plays a central role. This seminar will reexamine that interpretation and its relevance to his reading of the poets, in the light subsequent seminars recently made available to the public.

*William J. Richardson, S.J.*

**PL 830 Plato's *Phaedo* (Fall: 3)**

**Offered Periodically**

This course is devoted to a careful reading of Plato's *Phaedo*. Special attention will be given to the dramatic setting and development of the dialogue, as well as to the legendary and mythical background. Thematic consideration will be given especially to the questions of remembrance and perception, of image and word, and of birth and death.

*John Sallis*

**PL 838 Intersubjectivity: Hegel to the Present (Fall: 3)**

This course will begin with an examination of the the notion of recognition as created by Hegel and applied by Marx. Then it will consider the notion of intersubjectivity in phenomenology (Husserl and Heidegger) and critical theory (Horkheimer Adorno and Habermas). It will conclude with a consideration of intersubjectivity in my own work.

*Axel Honneth*

**PL 855 Seminar: Heidegger I (Fall: 3)**

This course is a close textual analysis of *Being and Time*, focusing on Heidegger's epochal insights on man, world, time, and being.

*Thomas J. Owens*

**PL 856 Seminar: Heidegger II (Spring: 3)**

*Prerequisite:* PL 855

This is a continuation of the fall semester course (PL 855) and open only to students who have participated in that course.

*Thomas J. Owens*

**PL 866 Latin Paleography (Fall: 3)**

**Cross Listed with TH 867, CL 311**

See course description in the Theology Department.

*Stephen Brown*

**PL 888 Interim Study (Fall/Spring: 0)**

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

*The Department*

**PL 990 Teaching Seminar (Fall/Spring: 3)**

This course is required of all first- and second-year doctoral candidates. This course includes discussion of teaching techniques, planning of curricula, and careful analysis of various ways of presenting major philosophical texts.

*Richard Cobb-Stevens*

**PL 998 Doctoral Comprehensives (Fall/Spring: 1)**

A 1-credit, tuition-based course for students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculated student for the one or two semesters used to prepare for the Comprehensive. This course is non-graded.

*The Department*

**PL 999 Doctoral Continuation (Fall/Spring: 1)**

A 1-credit, tuition-based course for all students who have been admitted to Ph.D. candidacy. Students are required to register and pay the tuition for Doctoral Continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation. This course is non-graded.

*The Department*

**Physics**

**Faculty**

**George J. Goldsmith**, *Professor Emeritus*; B.S., University of Vermont; M.S., Ph.D., Purdue University

**Pradip M. Bakshi**, *Distinguished Research Professor*; B.S., University of Bombay, India; A.M., Ph.D., Harvard University

**Kevin Bedell**, *Professor*; Chairperson of the Department; B.A., Dowling College; M.S., Ph.D., S.U.N.Y. Stonybrook

**David A. Broido**, *Professor*; B.S., University of California, Santa Barbara; Ph.D., University of California, San Diego

**Baldassare Di Bartolo**, *Professor*; Dott. Ing., University of Palermo, Italy; Ph.D., Massachusetts Institute of Technology

**Michael J. Graf**, *Professor*; B.S., Rensselaer Polytechnic Institute; Sc.M., Ph.D., Brown University

**Gabor Kalman**, *Distinguished Research Professor*; D.Sc., Israel Institute of Technology

**Krzysztof Kempa**, *Professor*; M.S., Technical University of Wroclaw; Ph.D., University of Wroclaw

**Michael J. Naughton**, *Professor*; B.S., Saint John Fisher College; Ph.D., Boston University

**Zhifeng Ren**, *Professor*; B.S., Sichuan Institute of Technology, China; M.S., University of Science and Technology, China; Ph.D., Chinese Academy of Sciences

**Ziqiang Wang**, *Professor*; B.Sc., Tsinghua University; M.A., M. Phil., Ph.D., Columbia University

**Hong Ding**, *Associate Professor*; B.S., Shanghai Jiao Tong University; Ph.D., University of Illinois, Chicago

**Jan Engelbrecht**, *Associate Professor*; B.Sc., M.Sc., University of Stellenbosch; Ph.D., University of Illinois

**Rein A. Uritam**, *Associate Professor*; A.B., Concordia College; A.B., Oxford University; A.M., Ph.D., Princeton University

**Vidya Madhavan**, *Assistant Professor*; B. Tech., Indian Institute of Technology, Madras; M. Tech., Indian Institute of Technology, New Dehli; Ph.D., Boston University

#### Contacts

- Department Administrator: Shirley Lynch, 617-552-3576, shirley.lynch@bc.edu
- Department Faculty Support Assistant: Karen Barry, 617-552-3575, karen.barry@bc.edu
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#### Undergraduate Program Description

The Department of Physics offers a rich and comprehensive program of study leading to the B.S. degree in Physics. This program is designed to prepare students not only for advanced graduate studies in physics, but also for employment upon graduation in physics and other disciplines related to science and technology. Basic courses give the student a solid foundation in the concepts of classical and modern physics, and assist the students in developing their analytical reasoning and problem-solving skills. Laboratory courses complement this experience with an opportunity to develop experimental skills and a working knowledge of advanced technology. Students are strongly encouraged to further develop all these skills by participating in advanced experimental, analytical, or computational research under the supervision of faculty mentors.

#### Major Requirements

The minimum requirements for the B.S. program include eleven lecture courses. Of the eleven, two are introductory physics (PH 209-210 or equivalent), and nine are numbered above 300.

- Among the nine courses, the following seven are required: PH 301, PH 303, PH 401, PH 402, PH 407, PH 408, PH 420.
- In addition, a Physics major must choose at least two of the following elective courses: PH 412, PH 425, PH 480, PH 515, PH 525, PH 540, and PH 545. At least two elective courses will be offered each year.
- The required laboratory courses are the following: PH 203-204, PH 409, and at least one of either PH 430 or PH 535. Students planning to take PH 430 need to take an introductory computer programming course such as CS 127.
- For students concentrating in experimental physics, PH 536 (with approval) is strongly recommended.
- PH 532 Senior Thesis is recommended for students planning graduate work in physics.
- The following mathematics courses are required: MT 102, MT 103, MT 202, and MT 305.
- The final requirement is two approved courses in a science other than physics, normally CH 109-110 General Chemistry along with the associated laboratory.

#### Minor Requirements

The minimum requirements for a minor in Physics include the following courses:

- The following introductory courses: PH 209, PH 210 and accompanying labs PH 203 and PH 204.
- The following intermediate level courses: PH 301 and PH 303.
- Two upper-level courses (PH 400 and above). Many of these

courses have prerequisites. Students are advised to consult with the Undergraduate Program Director when selecting these courses.

- *Substitutions*: PH 211 and PH 212 may be substituted for PH 209 and PH 210, respectively, but the latter are preferred. Students must consult with the Undergraduate Program Director if they wish to substitute other equivalent courses for required courses or the corequisites.
- *Corequisites*: MT 102 and MT 103 are required. MT 202 and MT 305 may also be required as prerequisites for many of the upper-level physics courses. Students should consult with the Undergraduate Program Director to determine whether they will need to take these additional mathematics courses.

#### Departmental Honors Program

A Physics major with a satisfactory scholastic average (3.3 or higher) may apply for entry into the Departmental Honors Program. Application must be made to the Undergraduate Affairs Committee no earlier than the beginning of the junior year and no later than the first quarter of the senior year. Each applicant must solicit a faculty advisor to supervise the proposed research project. Honors will be granted upon (1) satisfactory completion of a thesis based on the research project; and (2) demonstration through an oral examination of a broad comprehension of physics generally and the special field of the thesis. The examining committee shall be appointed by the Chairperson and will consist of a two member faculty Honors Committee, and one additional examiner from the Physics faculty or graduate student body.

Advanced undergraduate Physics majors may, with the approval of the Chairperson, enroll in first-year graduate courses, such as PH 711, 732, or 741.

#### Information for First Year Majors and Non-Majors

Physics majors, and other science majors (non-premedical) planning on physics in the freshman year should enroll in PH 209 and the associated lab PH 203. Premedical students should enroll in the course PH 211 and the associated lab PH 203. The mathematics course specially designed for Physics majors, as well as Mathematics, Chemistry, Geology, and Geophysics majors, is MT 102. MT 100 is intended for Biology and Premedical students.

#### Information for Study Abroad

Before undertaking study abroad, it is strongly recommended that the Physics major complete PH 209, PH 210 (or PH 211, 212) with labs, PH 301, and PH 303 (also with labs,) and the co-requisite math courses MT 102, MT 103, MT 202, and MT 305. The Department typically allows a maximum of four courses taken abroad to count for major credit. Of these four courses, two should be major requirements, plus two Physics electives. The department recommends any program with a solid teaching and research program in physics (e.g., Glasgow, Parma, Amsterdam).

Students are advised to study abroad during their junior year, either one or two semesters. While planning their study abroad program, Physics majors should meet with the Undergraduate Program Director, Dr. Andrzej Herczynski (andrzej@bc.edu). Students are strongly encouraged to inquire early at our department, and with possible host institutions, to arrange for a research project, supervised jointly by faculty at Boston College and the host institution.

#### Course Offerings

Courses numbered below 200 are introductory courses directed primarily towards non-science majors. These courses have no prerequi-

sites and need no mathematics beyond ordinary college entrance requirements. Introductory physics courses may be used to fulfill the Science Core requirement. PH 209-210 Introductory Physics I, II (Calculus) or PH 211-212 Introduction to Physics I, II (Calculus) and PH 203-204 Introductory Physics Laboratory I and II are required of all Biology, Chemistry and Physics majors. Courses numbered above 300 are advanced offerings primarily for Physics majors.

### **Graduate Program Description**

The Department offers comprehensive programs of study and research leading to the degrees of Doctor of Philosophy (Ph.D.), as well as Master of Science (M.S.), and Master of Science in Teaching (M.S.T.) in conjunction with the Lynch School of Education. Courses emphasize a strong foundation in the basic principles of physics, preparing the student to undertake advanced research under the supervision of a faculty advisor. Graduate students are encouraged not only to collaborate closely with their research advisor, but also to draw upon the experience of the entire faculty and other graduate students. Our students are trained primarily to carry out independent research at the Ph.D. level, and our graduates have gone on to successful careers in many areas.

#### **Master's Program**

Each candidate for a terminal Master's degree must pass a Master's comprehensive examination administered by the Department, and meet specified course and credit requirements. The Master's comprehensive examination shall be prepared by a committee of at least three faculty members appointed by the Chairperson as necessary. This committee shall evaluate the Master's comprehensive examinations in conjunction with the graduate faculty. Generally, no more than three (3) credits of PH 799 Readings and Research may be applied to any Master's program. The M.S. degree is available with or without a thesis, and the M.S.T. requires a paper, but no thesis.

#### **M.S. With Thesis**

This program requires thirty (30) credits that normally consist of twenty-seven (27) credits of course work plus three (3) thesis credits (PH 801). Required courses include the following: PH 711, PH 721, PH 732, PH 741, and PH 707-708. The Master's comprehensive examination is essentially based on the contents of the first four required courses and is usually taken at the first opportunity following the completion of these courses. The M.S. thesis research is performed under the direction of a full-time member of the graduate faculty, professional, or research staff. A submitted thesis shall have at least two faculty readers, including the director, assigned by the Chairperson. The thesis is accepted after the successful completion of a public oral examination conducted by the readers.

#### **M.S. Without Thesis**

This program requires thirty-two (32) credits of course work. The same courses and Master's comprehensive examination requirements for the M.S. with thesis apply here except that, in addition, the courses PH 722 and PH 742 are required.

#### **M.S.T.**

The Master of Science in Teaching (M.S.T.) degree is administered through the Lynch School of Education in cooperation with the Department of Physics. It requires admission to both the Lynch School of Education and the Department of Physics. This program requires at least fifteen (15) credits from graduate or upper divisional undergraduate courses in physics. These credits will most often include two of the

following courses: PH 711, PH 721, PH 732, PH 741. All Master's programs leading to certification in secondary education include practica experiences in addition to course work. Students seeking certification in Massachusetts are required to pass the Massachusetts Educators Certification Test. The M.S.T. qualifying examination in physics will be based on the student's actual course program. A research paper supervised by a full-time member of the graduate faculty is required. For further information on the M.S.T., please refer to the Master's Programs in Secondary Teaching in the Lynch School of Education section of the University Catalog or call the Office of Graduate Admissions, LSOE, at 617-552-4214.

#### **Doctoral Program**

A student enters the doctoral program upon faculty recommendation after passing the Ph.D. comprehensive examination. Upon entering the doctoral program, each student shall select a field of specialization and establish a working relationship with a member of the faculty. With the approval of a faculty member, who normally shall be the principal advisor, the student shall inform the chairperson of his/her major field selection and the chairperson shall appoint a faculty Doctoral Committee consisting of at least two full-time faculty members to advise and direct the student through the remainder of his or her graduate studies.

#### **Requirements**

Required courses for the doctorate are the following: PH 722, PH 742, PH 707-708, and four additional courses in distinct areas outside the student's research specialty chosen from the graduate electives of the department or from other graduate departments with the approval of the chairperson. PH 761 and PH 762 are strongly recommended as two of these four courses.

Some teaching or equivalent educational experience is required. This requirement may be satisfied by at least one year of service as a teaching assistant or by suitable teaching duties. Arrangements are made with each student for a teaching program best suited to his or her overall program of studies.

#### **Comprehensive Examination**

Within one year of entering the graduate program, each student will take the comprehensive examination, usually offered each September. In principle, this examination covers all of physics that a physics graduate student can be expected to know at the end of one year of formal course work in the curriculum; however, it will stress classical mechanics, electromagnetism, quantum mechanics, and statistical physics. The examination has both a written and an oral part. The examination is prepared and administered by a faculty committee, appointed by the chairperson, and the examination is evaluated by this committee with approval of the entire graduate faculty of the department. Students may attempt this examination twice.

#### **Research and Thesis**

After passing the comprehensive examination, a student's principal activity is research. Normally, within a year after passing the comprehensive examination, the student shall take the Research Proposal Examination. The purpose of this examination is for the student to demonstrate knowledge of his/her area of research specialization and to expose the topic of his/her proposed thesis to scrutiny for its soundness and scientific merit. This will be done at a public meeting. The examination will be evaluated by the student's doctoral committee, and the results reported to the chairperson and recorded in the student's file.

Upon the student's satisfactory performance in this examination, the chairperson shall recommend to the dean the appointment of a doctoral thesis committee consisting of at least three department members (including the student's doctoral Committee) and an external examiner, where feasible, to read and evaluate the completed thesis and to conduct an open meeting at which the thesis is defended in an oral examination. The thesis is accepted when endorsed on the official title page by the Doctoral Thesis Committee after the oral examination.

### **Admission Information**

Support for qualified students is available in the form of teaching assistantships. Research assistantships are also available during the summer and academic year, depending on research area and the extent of current funding.

Students are required to take the GRE Aptitude Test and Advanced Test and to have the scores submitted as part of their application. Students whose native language is not English must take the TOEFL exam.

### **General Information**

Waivers of departmental requirements, if not in violation of graduate school requirements, may be granted by recommendation of the Graduate Affairs Committee with approval of the Chairperson.

A diagnostic examination is administered to each entering student to help identify the strengths and weaknesses in their academic preparation, and to advise them accordingly. Students with an advanced level of physics preparation are encouraged to take the Doctoral Comprehensive upon arrival thereby accelerating their progress in the program.

### **Research Information**

The Physics Department is strongly research oriented with faculty involved in both experimental and theoretical areas. Some areas of current interest are the theory of plasmas, the theory of local, marginal, and other correlated Fermi liquids, theoretical and experimental studies of the optical and transport properties of novel condensed matter systems, laser physics, and superconductivity. In addition to individual research projects, faculty members have established major internal collaborative research efforts, including the search for plasma instabilities in novel condensed matter systems, the theory of strongly correlated electron systems, and the properties of nanostructured semiconductor systems.

Significant research facilities are available to our graduate students. Departmental facilities include laser-equipped optical laboratories, a low-temperature physics laboratory equipped with superconducting magnets, a SUN local area network, graduate and undergraduate computational facilities, and access to the University computing system. As part of its ongoing expansion, the Department of Physics will greatly enhance and supplement these facilities during the next few years.

The Department of Physics also has developed strong ties to many outside facilities, including Los Alamos National Laboratory, Argonne National Laboratory, the Illinois CRAY supercomputing facility, the Naval Research Laboratory, and the National High Magnetic Field Laboratory. Boston College's participation in the Boston Area Graduate School Consortium enables students to cross-register for graduate courses at Boston University, Brandeis University, and Tufts University.

Students wishing more detailed information can write to the Physics Department or visit their website at <http://www.physics.bc.edu/>

### **Undergraduate Course Offerings**

**Note:** Future course offerings and courses offered on a periodic basis are listed at <http://www.bc.edu/courses/>.

#### **PH 101 Basic Laboratory I (Fall: 1)**

##### **Lab fee required**

A course that provides an opportunity to perform experiments on topics in mechanics, waves and acoustics. This laboratory demands minimal use of mathematics in interpreting the results of experiments. One two-hour laboratory period per week.

*Andrzej Herczynski*

#### **PH 102 Basic Laboratory II (Spring: 1)**

##### **Lab fee required**

A course that provides an opportunity to perform experiments on topics in electricity and magnetism and physical optics. This lab demands minimal use of mathematics in interpreting the results of experiments. One two-hour laboratory period per week.

*Andrzej Herczynski*

#### **PH 115 Structure of the Universe I (Fall: 3)**

##### **Satisfies Natural Science Core Requirement**

An introductory course directed at non-science majors. Physical principles are developed and applied to our space and astrophysical environment. Topics include structure and evolution of the solar system, physics of the sun and planets, space discoveries, creation and structure of stars and galaxies, relativity and cosmology, extraterrestrial life, and astronomical concepts.

*Pradip Bakshi*

#### **PH 116 Structure of the Universe II (Spring: 3)**

##### **Satisfies Natural Science Core Requirement**

An introductory course directed at non-science majors. Physical principles are developed and applied to our space and astrophysical environment. Topics include structure and evolution of the solar system, physics of the sun and planets, space discoveries, creation and structure of stars and galaxies, relativity and cosmology, extraterrestrial life, and astronomical concepts.

*Pradip Bakshi*

#### **PH 183 Foundations of Physics I (Fall: 3)**

##### **Satisfies Natural Science Core Requirement**

##### **Recommended Laboratory (optional): PH 101-102**

First semester of a two-semester algebra-based introductory physics course sequence primarily for non-science majors. Students learn the basic principles of physics and the observed physical phenomena to provide foundation. Emphasis is placed on problem-solving to better understand the implications of these principles, and to develop analytical skills. This course is similar to PH 211 in pace and content but with less emphasis on mathematical technique. First semester covers classical mechanics, including Newton's laws, energy, rotational motion, hydrostatics and fluid dynamics, oscillations, waves, and gravitation. Three lectures per week. PH 101 is recommended as an optional laboratory to supplement the course material.

*Baldassare DiBartolo*

#### **PH 184 Foundations of Physics II (Spring: 3)**

##### **Satisfies Natural Science Core Requirement**

##### **Recommended Laboratory (optional): PH 101-102**

Second semester of the two-semester algebra-based introductory physics course sequence primarily for non-science majors. This course is

similar to PH 212 in pace and content but with less emphasis on mathematical technique. Topics to be covered are fundamentals of electrostatics, simple electrical circuits, magnetism, electromagnetism and electromagnetic oscillations and waves, selected topics in physical optics, and if time allows, basic concepts and applications of special relativity and quantum physics. Three lectures per week. PH 102 is recommended as an optional laboratory to supplement the course material.

*Baldassare DiBartolo*

## PH 199 Special Projects (Fall/Spring: 3)

**Credits and requirements by arrangement with the approval of the Chairperson.**

Individual programs of study and research under the direction of physics faculty members.

*The Department*

## PH 203 Introductory Physics Laboratory I (Fall: 1)

**Lab fee required**

A laboratory course that provides an opportunity to perform experiments on topics in mechanics and acoustics. One two-hour laboratory period per week. This lab is intended for students in PH 209-210 or PH 211-212.

*Andrzej Herczynski*

## PH 204 Introductory Physics Laboratory II (Spring: 1)

**Lab fee required**

A laboratory course that provides an opportunity to perform experiments on topics in electricity and magnetism and physical optics. One two-hour laboratory period per week. This lab is intended for students in PH 209-210 or PH 211-212.

*Andrzej Herczynski*

## PH 209 Introductory Physics I (Calculus) (Fall: 4)

*Prerequisite:* MT 102 (May be taken concurrently)

**Satisfies Natural Science Core Requirement**

**PH 203 is the laboratory course to supplement the lecture course material.**

First semester of a two-semester calculus-based introduction to physics for those majoring in the physical sciences. Students utilize analytical reasoning combined with mathematical formalism to fully explore the development, consequences and limitations of the classical principles of physics; similar to PH 211 in pace and content but at a greater depth appropriate for physical science majors. Class size is limited to promote classroom discussion. Topics cover classical mechanics, including Newton's laws, energy, rotational motion, oscillations, waves, and gravitation. Also to be covered, as time allows, are elements of thermal physics, as well as hydrostatics and fluid dynamics.

*Michael Graf*

## PH 210 Introductory Physics II (Calculus) (Spring: 4)

*Prerequisite:* MT 103 (May be taken concurrently)

**Satisfies Natural Science Core Requirement**

**PH 204 is the laboratory course to supplement the lecture course material**

Second semester of a calculus-based introduction to physics for those majoring in the physical sciences. Students utilize analytical reasoning combined with mathematical formalism to fully explore the development, consequences and limitations of the classical principles of physics; similar to PH 212 in pace and content but at a greater depth appropriate for physical science majors. Class size is limited to promote classroom discussion. Topics include fundamentals of electrostatics,

simple electrical circuits, magnetism, electromagnetism and electromagnetic oscillations and waves, and selected topics in physical optics. Four lectures per week.

*Michael Graf*

## PH 211 Introduction to Physics I (Calculus) (Fall: 4)

*Prerequisite:* MT 100 (May be taken concurrently)

*Corequisite:* PH 213

**Satisfies Natural Science Core Requirement**

**PH 203 is the laboratory course to supplement the lecture course material.**

First semester of a two-semester calculus-based introduction to physics primarily for biology majors and premedical students. The development and application of classical physical principles are covered, and students are introduced to more advanced mathematical techniques to extend these applications. Emphasis is placed on problem-solving to better understand the implications of these principles, as well as to develop analytical skills. Topics include classical mechanics, including Newton's laws, energy, rotational motion, hydrostatics and fluid dynamics, oscillations, waves, and gravitation. Three lectures per week. Students are required to enroll in PH 213, Physics Recitation.

*Paul Haines*

## PH 212 Introduction to Physics II (Calculus) (Spring: 4)

*Prerequisite:* MT 101 (May be taken concurrently)

*Corequisite:* PH 214

**Satisfies Natural Science Core Requirement**

**PH 204 is the laboratory course to supplement the lecture course material.**

Second semester of a calculus-based introduction to physics primarily for biology majors and premedical students. The development and application of classical physical principles are covered, and students are introduced to more advanced mathematical techniques to extend these applications. Emphasis is placed on problem-solving to better understand the implications of these principles, as well as to develop analytical skills. Topics are electrostatics, electrical circuits, magnetism, electromagnetism and electromagnetic waves, topics in physical optics, and basic concepts of special relativity and quantum physics. Three lectures per week. Students are required to enroll in PH 214, Physics Recitation.

*Paul Haines*

## PH 213-214 Introduction to Physics Recitation I and II (Fall/Spring: 0)

Recitation section, corequisite to PH 211. Problem solving and discussion of topics in a small-class setting. One hour per week.

*The Department*

## PH 301 Vibrations and Waves (Fall: 4)

This course is an introduction to the phenomena of vibrations and waves that span most of the areas in physics. The basic subject matter includes the following: mechanical vibrations and waves, free and forced vibrations and resonances, coupled oscillations and normal modes, vibration of continuous systems, propagation of mechanical and electromagnetic waves, phase and group velocity, interference and diffraction. Lectures and laboratory.

*Vidya Madhavan*

## PH 303 Introduction to Modern Physics (Spring: 4)

This course is a transition between introductory and advanced physics courses for science majors. The basic subject matter includes

the two principal physical theories of the twentieth century—relativity and quantum mechanics. Included are the following: the Lorentz transformation, kinematic consequences of relativity, origin of the quantum theory, one-dimensional quantum mechanics, quantum mechanics of a particle in three dimensions, applications to the hydrogen atom and to more complex atoms, molecules, crystals, metals, and semiconductors. Lectures and laboratory.

*Rein A. Uritam*

**PH 399 Advanced Independent Research (Fall/Spring: 6)**

This course is reserved for physics majors selected as Scholars of the College. Content, requirements, and credits by arrangement with the Chairperson.

*The Department*

**PH 401 Mechanics (Fall: 4)**

This course includes the following: classical mechanics at the intermediate level; particle dynamics and oscillations in one dimension; conservative forces and principles; energy, momentum and angular momentum; particle dynamics, orbit theory and stability for central forces; the Kepler problem; Rutherford scattering; accelerating frames of reference; rigid body dynamics; and an introduction to Lagrange's equations.

*Andrzej Herczynski*

**PH 402 Electricity and Magnetism (Spring: 4)**

This course includes the following: electricity and magnetism at the intermediate level; electrostatics; Laplace's equation; magnetostatics; Maxwell's equations; electromagnetic waves; electron theory; dispersion; theory of the dielectric constant and electromagnetic radiation.

*Zhifeng Ren*

**PH 407 Quantum Physics I (Fall: 3)**

First of a two-semester sequence providing a comprehensive treatment of the principles and applications of non-relativistic quantum mechanics. This semester focuses on basic principles. Topics covered include: historical development of quantum mechanics; the uncertainty principle; the Schrodinger equation and its solution for simple one-dimensional potentials, including constant potentials and the harmonic oscillator; formal presentation of the postulates of quantum mechanics using Dirac notation; commutation relations; basic scattering theory; formulation of Schrodinger equation in three-dimensions, central potentials, orbital angular momentum, and the hydrogen atom; spin angular momentum and the addition of angular momenta.

*Vidya Madhavan*

**PH 408 Quantum Physics II (Spring: 3)**

Second semester of the PH 407-408 sequence, focusing on applications. Topics covered include: treatment of the many-particle systems, including effects of spin and symmetry of the wave function; many-electron atoms and the periodic table; basic elements of quantum statistics; approximation techniques, including non-degenerate and degenerate perturbation theory and the variational principle; time-dependent perturbation theory and the interaction of electromagnetic radiation with matter.

*Rein A. Uritam*

**PH 409 Contemporary Electronics Laboratory (Fall: 2)**

**Lab fee required**

This course is an introduction to the methods of contemporary physics research including the following: the use of meters, oscillo-

scopes, electrometers, photocells, vacuum apparatus, low temperature techniques, control circuitry, the application of microcomputers to measurement, circuit design and construction.

*George Goldsmith*

**PH 420 Statistical Mechanics and Thermodynamics (Fall: 4)**

This course includes the statistical basis of thermodynamics, entropy, the laws and theorems of thermodynamics; reversibility and irreversibility; ideal gases and real gases; Maxwell-Boltzmann distribution; Fermi-Dirac statistics; Bose-Einstein statistics.

*Rein A. Uritam*

**PH 425 Introduction to Solid State Physics (Spring: 3)**

This is a survey of solid state physics, including the following: crystal structure; phonons and lattice vibrations; band theory; thermal, optical, electrical and magnetic properties of solids and superconductivity; and the physical characterization of materials.

*Hong Ding*

**PH 430 Numerical Methods and Scientific Computing (Spring: 4)**

*Prerequisites:* MT 202, and one of PH 330, MT 330, CH 330, EC 314, plus permission of instructor

**This course is intended for students who plan to minor in Scientific Computation. It is also an elective for Physics majors.**

This course introduces students to a variety of numerical methods and then applies these methods to solve a broad range of scientific problems. These problems include examples from physics as well as several other disciplines, including chemistry, mathematics, economics, and finance. Numerical techniques for solving problems expressed in terms of matrix, differential and integral equations will be developed. Other topics will include statistical sampling and Fourier and Laplace transforms. The course material and presentation will accommodate a range of scientific backgrounds.

*David Broido*

**PH 441 Optics (Fall: 3)**

**This course is addressed to advanced undergraduate physics students.**

The first part will deal with physical optics, namely propagation of light, coherence, interference, diffraction, and the optics of solids. The second part will include the emission of light from atoms, molecules and solids and the quantum aspects of light. The final part will deal with the theory of optical amplification and lasers.

*The Department*

**PH 532 Senior Thesis (Fall/Spring: 3)**

A semester-long project in the course of which a student carries out an investigation and research of an original nature or formulates a mature synthesis of a topic in physics. The results are presented as a written thesis, which the student will defend in an oral examination. This course is highly recommended for majors considering graduate study in physics.

*The Department*

**PH 535 Experiments in Physics I (Fall: 3)**

**Lab fee required**

The course includes experiments in optics, solid state physics, nuclear physics, spectroscopy, x-ray and electron diffraction. Students will carry out independent projects aimed at acquiring a sound understanding of both the physical principles involved in each subject area and of the principles and problems of modern experimental physics.

*Jianguo Huang*

*Michael Naughton*

**PH 545 Introduction to Chaos (Spring: 3)**

This is a one-semester physics elective aimed primarily at junior and senior level physics majors. The course is a quantitative outline of the deterministic chaos and nonlinear dynamics and will introduce basic techniques and concepts such as the phase space, maps, attractors, and Poincaré sections. It will include discussion of routes to chaos, universality, and the Lyapunov exponent. Examples will be drawn from classical mechanics, population dynamics, fluid dynamics, chemistry, and other fields. Experimental demonstrations and some numerical examples will augment lectures.

*Andrzej Herczynski*

**PH 599 Readings and Research in Physics (Fall/Spring: 3)**

**Credits by arrangement**

Individual programs of study and research for advanced physics majors under the direction of a physics faculty member. Requirements are with the approval of the Chairperson.

*The Department*

**Undergraduate and Graduate Course Offerings**

**PH 708 Physics Graduate Seminar II (Spring: 1)**

A discussion of topics in physics from the current literature.

*Kevin Bedell*

**PH 975 Many Body Physics (Fall: 3)**

This course is an introduction to the methods and basic physical processes in many body physics. Emphasis is on the comparison of various physical systems, and on modern approximation methods; noninteracting and interacting Fermi and Bose systems; electron gas; nuclear matter; superconducting Fermi systems; response functions and many body Green function methods.

*Jan Engelbrecht*

**Graduate Course Offerings**

**PH 700 Physics Colloquium (Fall/Spring: 0)**

This is a weekly discussion of current topics in physics. No academic credit. No fee.

*The Department*

**PH 707 Physics Graduate Seminar I (Fall: 1)**

A discussion of topics in physics from the current literature.

*Kevin Bedell*

**PH 711 Classical Mechanics (Fall: 3)**

Considered are the following: Lagrange's and Hamilton's equations, principle of Least Action, invariance principles, rigid body motion, canonical transformations, Hamilton-Jacobi theory, special theory of relativity, small oscillations, and continuous media.

*Gabor Kalman*

**PH 721 Statistical Physics I (Spring: 3)**

Fundamental principles of classical and quantum statistics; kinetic theory; statistical basis of thermodynamics; ideal classical, Bose and Fermi systems; selected applications.

*Gabor Kalman*

**PH 722 Statistical Physics II (Fall: 3)**

A modern view of phase transitions and critical phenomena, including the following topics: Landau theory of phase transitions, dimensional analysis, role of fluctuations, critical exponents, scaling and an introduction to renormalization group methods.

*Jan Engelbrecht*

**PH 732 Electromagnetic Theory I (Spring: 3)**

Topics include: physical basis of the Maxwell equations, potentials and gauges; electrostatics and magnetostatics; multiple moments; material media; energy and momentum conservation of fields and particles; wave phenomena and geometrical optics; point charge motion in external fields, relativistic principles, concepts, and applications; and covariant electrodynamics.

*Paul Haines*

**PH 736 Techniques of Experimental Physics II (Spring: 3)**

This is a laboratory course in contemporary techniques of experimental physics and materials science. Experimental studies will be conducted in the optical, transport, and electrical properties of semiconductors, fluors, insulators, and metals. Coherent and incoherent light sources, photoemissive, photoconductive, and photovoltaic transducers, analog-to-digital and digital-to-analog converters, microcomputer interfaces, electrometers, lock-in detectors, spectrometers, cryostats, and laboratory magnets represent the kinds of apparatus that will be involved. The course will meet for six hours per week of laboratory work and one hour of lecture.

*Jianyu Huang*

**PH 741 Quantum Mechanics I (Fall: 3)**

Considered are the following: fundamental concepts, bound states and scattering theory, the Coulomb field, perturbation theory, angular momentum and spin, and symmetry and the Pauli principle.

*Krzysztof Kempa*

**PH 742 Quantum Mechanics II (Spring: 3)**

Considered are the following: interaction of radiation with matter, selection rules, second quantization, Dirac theory of the electron, and scattering theory.

*David Broido*

**PH 761 Solid State Physics I (Fall: 3)**

Introduction to the basic concepts of the quantum theory of solids. Drude and Sommerfeld theory, crystal structure and bonding, theory of crystal diffraction, and the reciprocal lattice, Bloch theorem and electronic band structure, nearly free electron approximation and tight binding method, metals, semiconductors and insulators, dynamics of crystal lattice, phonons in metals, semiclassical theory of electrical and thermal transport, introduction to magnetism and superconductivity.

*Ziqiang Wang*

**PH 762 Solid State Physics II (Spring: 3)**

Advanced studies of the physics of solids. Elementary excitations, symmetry and symmetry-breaking, electron-electron and electron-phonon interactions, Hartree-Fock and random phase approximations, scattering theory, dielectric functions, screening, sum rules, optical properties, Landau Fermi liquid theory, disorder and localization, quantum Hall effect, quantum magnetism, superconductivity and superfluidity.

*Ziqiang Wang*

**PH 799 Readings and Research in Physics (Fall/Spring: 0)**

**Credits by arrangement**

By arrangement.

*The Department*

**PH 801 Physics Thesis Research (Fall: 3)**

A research problem of an original and investigative nature.

*The Department*

**PH 835 Mathematical Physics I (Fall: 3)**

Matrix algebra, linear vector spaces, orthogonal functions and expansions, boundary value problems, introduction to Green's functions, complex variable theory and applications.

*Kevin Bedell*

**PH 888 Interim Study (Fall: 0)**

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

*The Department*

**PH 910 Seminar: Topics in Physics (Fall/Spring: 3)**

A seminar course on topics in theoretical or experimental physics given in accordance with current research interests or needs of the students and faculty of the department.

*Andrei Lebed (Spring)*

*Zhifeng Ren (Fall)*

**PH 998 Doctoral Comprehensive (Fall/Spring: 1)**

A 1-credit, tuition-based course for students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculated student for the one or two semesters used to prepare for the Comprehensive. This course is non-graded.

*The Department*

**PH 999 Doctoral Continuation (Fall/Spring: 1)**

A 1-credit, tuition-based course for all students who have been admitted to Ph.D. candidacy. Students are required to register and pay the tuition for Doctoral Continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation. This course is non-graded.

*The Department*

**Political Science****Faculty**

**David Lowenthal**, *Professor Emeritus*; B.A., Brooklyn College; B.S., New York University; M.A., Ph.D., New School for Social Research

**Robert Scigliano**, *Professor Emeritus*; A.B., A.M., University of California at Los Angeles; Ph.D., University of Chicago

**Christopher J. Bruell**, *Professor*; A.B., Cornell University; A.M., Ph.D., University of Chicago

**Robert K. Faulkner**, *Professor*; A.B., Dartmouth College; A.B., Oxford University; A.M., Ph.D., University of Chicago

**Donald L. Hafner**, *Professor*; A.B., Kalamazoo College; Ph.D., University of Chicago

**Christopher J. Kelly**, *Professor*; B.A., Yale University; M.A., Ph.D., University of Toronto

**Marc K. Landy**, *Professor*; A.B., Oberlin College; Ph.D., Harvard University

**R. Shep Melnick**, *O'Neill Professor*; B.A., M.A., Ph.D., Harvard University

**Marvin C. Rintala**, *Professor*; A.B., University of Chicago; A.M., Ph.D., Fletcher School of Law and Diplomacy

**Robert S. Ross**, *Professor*; B.A., Tufts University; M.A., Ph.D., Columbia University

**Kay L. Schlozman**, *Moakley Professor*; A.B., Wellesley College; A.M., Ph.D., University of Chicago

**Susan M. Shell**, *Professor*; Chairperson of the Department; B.A., Cornell University; Ph.D., Harvard University

**Peter Skerry**, *Professor*; B.A., Tufts University; Ed.M., M.A., Ph.D., Harvard University

**Alan Wolfe**, *Professor and Director of the Center for Religion and American Public Life*; B.S., Temple University; Ph.D., University of Pennsylvania

**Nasser Behnegar**, *Associate Professor*; B.A., M.A., Ph.D., University of Chicago

**David A. Deese**, *Associate Professor*; B.A., Dartmouth College; M.A., M.A.L.D., Ph.D., Fletcher School of Law and Diplomacy

**Gerald Easter**, *Associate Professor*; B.A., Boston College; Ph.D., Columbia University

**Dennis Hale**, *Associate Professor*; A.B., Oberlin College; Ph.D., City University

**Kenji Hayao**, *Associate Professor*; A.B., Dartmouth College; Ph.D., University of Michigan, Ann Arbor

**David R. Manwaring**, *Associate Professor*; A.B., A.M., University of Michigan; Ph.D., University of Wisconsin

**Jennie Purnell**, *Associate Professor*; B.A., Dartmouth; Ph.D., Massachusetts Institute of Technology

**Paul Christensen**, *Adjunct Associate Professor*; B.A., University of Washington; M.A., Ph.D., Princeton University

**Timothy W. Crawford**, *Assistant Professor*; A.B., San Diego State University; M.A., University of San Diego; Ph.D. Columbia University

**Jonathan Laurence**, *Assistant Professor*; B.A., Cornell University; M.A., Ph.D. (candidate), Harvard University

**Jennifer Steen**, *Assistant Professor*; A.B., M.A., Ph.D., University of California, Berkeley

**Kathleen Bailey Carlisle**, *Adjunct Assistant Professor*; A.M., Fletcher School of Law and Diplomacy; A.B., Ph.D., Boston College

**Pierre Manent**, *Visiting Professor*; Ancien élève de l'Ecole Normale Supérieure, France; Agrégé de Philosophie, France

**Contacts**

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### ***Undergraduate Program Description***

Students majoring in Political Science are prepared for political and administrative careers, foreign service, law, business, journalism, graduate work, and teaching in the social sciences.

#### **Political Science Majors**

The Political Science major at Boston College consists of ten courses: two introductory courses, four subfield courses, and four electives. The normal introductory sequence is a two-semester course entitled Fundamentals of Politics (I and II). Following this sequence, students are required to take eight more courses, with at least one course in each of the four subfields of political science (American politics, comparative politics, international politics, and political theory). The Fundamentals sequence is not like the introductory courses in other majors, such as economics or the natural sciences. That is, it does not present a single curriculum which all students are expected to know before moving on to higher level courses. Rather, the Fundamentals course is designed to introduce the student to the study of politics in a variety of ways, and each faculty member who teaches Fundamentals has his or her own particular style of doing so.

There is, however, some common ground. Fundamentals I, usually taught in the fall, is devoted principally to a study of some of the classic texts in political theory, while Fundamentals II, usually taught in the spring, takes as its focus an understanding of the modern state and modern politics, using the United States as a central example, but teaching American politics from a comparative perspective. Classroom discussion is central to the way Fundamentals is taught and is encouraged by the diverse and seriously provocative works read in class (e.g., Plato and Aristotle, but also more modern authors, such as Tocqueville), and by the small size of the classes. We general limit enrollment in the Fundamentals courses to no more than 35 students. That is small enough to foster not only conversation, but close associations among students and with faculty that often endure. The Fundamentals courses are all taught by regular, full-time faculty and not by graduate assistants.

#### **Honors Program**

The Department of Political Science has established its own Honors program to encourage and reward high academic achievement among its majors. Admission to the program is by invitation from the Department. Each year 15 to 20 Political Science majors who have completed their sophomore year are invited to join the Honors program. Selection is based on their academic records within the major and overall. The Honors program seeks to provide additional opportunities for intellectual exchange and friendship, among students as well as with the faculty. The Department hopes that the spirit of the Honors program will in turn extend to all our classes and our students.

The Department offers special Honors Seminars on a variety of topics to members of the program. These are topics not ordinarily available in our course offerings, and they frequently focus on the special interests of faculty in important policy questions or intellectual puzzles. Members of the Honors program must take at least two Honors Seminars during their Junior and Senior years, in addition to the ten courses otherwise required for the major. Students seeking to complete the Honors program and graduate with Honors must, therefore, take at least twelve Political Science courses in all.

*Honors Seminar:* One Honors seminar is given each semester. The seminars are scheduled a year in advance so that students can plan their

programs (especially important for students who will be studying abroad for one or two semesters). These seminars are considered electives in the major, and so they do not exempt the student from the requirement of taking one course in each of four subfields in Political Science.

*Honors Thesis:* As a culmination of the Honors program, members are strongly encouraged to write an Honors Thesis during their senior year, and in recent years almost all seniors in the Honors program have done so. An Honors Thesis is generally a two-semester project, for which students earn credit for two elective courses in the major. Although the challenges of a senior thesis can seem daunting at the outset, the rewards upon completion are satisfying and enduring.

For further information on the Political Science Honors Program, contact Professor Kenji Hayao.

#### **Special Programs**

##### **PO 200 State and Local Government Internship Seminar**

This is a regular course, supervised by Professor Marie Natoli, that places students in legislative, executive, and interest-group offices in Boston, in carefully supervised internships. The one-semester course confers six credits. Students work for 16 hours each week, attend a weekly seminar, and prepare a lengthy research paper, among other requirements. Entrance into the Internship Seminar is by competitive application, and decisions are announced each semester during registration week. Application forms are available in the Department office, in McGuinn 201.

##### **Advanced Independent Research**

Advanced Independent Research is a special designation conferred at Commencement on seniors who have successfully completed particularly creative, scholarly, and ambitious Advanced Independent Research projects during their senior year, while maintaining an overall cumulative grade point average of A- or better. For more information, consult the website for the Advanced Independent Research program.

##### **Undergraduate Research Fellowships Program**

The Undergraduate Research Fellowships program enables students to gain firsthand experience in scholarly work by participating with a faculty member on a research project. Faculty members select students, and students receive a monetary award based upon the scope and duration of the project. Students do not receive academic credit for these fellowships. Their value lies in the close mentoring relationship students can form while working with a faculty member. All full-time undergraduates are eligible. Fellowships are available for the Fall, Spring, and Summer semesters. For more information on the program and application deadlines, consult the website for the University Fellowships Committee, or inquire with faculty directly to express your interest in being involved in their research.

##### **Study Abroad**

Study abroad is an excellent way for Political Science majors to gain a comparative and cross-cultural perspective on politics. Study abroad is encouraged by the Department, so long as students have prepared themselves with a strong academic background and choose their study abroad location with care, to assure that the courses taken abroad meet the Department's expectations with respect to quality and content.

Students planning to go abroad will be given a form by the Center for International Partnerships and Programs office, which must be filled out in consultation with the Department's study abroad adviser. The purpose of this consultation is to make sure that a student is far

enough along in the major so that he or she can finish in time to graduate and can successfully integrate the study abroad program with other academic plans. Students who are in the Department's Honors Program, for example, need to plan carefully to coordinate study abroad with the Honors requirements. Information on specific foreign study opportunities can be obtained from the Center for International Partnerships and Programs in Hovey House.

To be eligible for elective course credits toward the Political Science major while studying abroad, a student must have at least a 3.2 GPA generally and in the Political Science major before departing. If a student believes he or she should be exempted from this rule, he or she may discuss it with the Department's study abroad adviser. However, exemptions from this rule are rare.

Political Science majors should be aware that not all study abroad sites available to Boston College students will have courses acceptable toward the major. Some sites lack political science departments or have weak political science offerings.

Because gaining foreign-language fluency is one of the main benefits of study abroad, Political Science majors seeking to study abroad in an English-speaking country need to have a compelling academic reason for doing so. Students who believe that their foreign-language skills are not advanced enough to take college courses abroad in a foreign language should consider study-abroad programs in foreign-language countries where universities offer their own students courses in English. Information about such programs can be obtained from the Center for International Partnerships and Programs (CIPP) in Hovey House.

The Department's study-abroad adviser can advise students about which programs and courses abroad will be acceptable. The Department will accept no more than two courses per semester (6 credits) from an institution abroad, or four courses for an entire year. These courses will count as major electives only. The four courses for the field distributional requirement in the Political Science major (one each in American, Comparative, and International Politics and in Political Theory) must be taken at Boston College. No courses taken abroad will be accepted for these distributional requirements. Final approval of courses taken abroad requires the signature of the Department's study abroad adviser on the Approval Forms available from the Center for International Partnerships and Programs in Hovey House.

The Department's study abroad adviser is Donald L. Hafner.

### ***Graduate Program Description***

The department offers advanced study in American politics, comparative politics, international relations, and political philosophy. It displays a distinctive blend of philosophical and practical concerns within a tradition of friendly debate and scholarly exchange. Seminars and courses are supplemented by individual readings and informal gatherings. Both the Master's and Doctoral programs are flexible as to fields and courses, and they allow students to study in other departments and at other universities around Boston.

### **Master of Arts Degree**

The Master's program requires ten courses with at least one course taken in three of the department's four fields (American Politics, Comparative Politics, International Politics, and Political Theory). The passing of a comprehensive examination completes the requirements of the program. A student is allowed to take two or, with permission,

three courses in other departments, and may also receive credit for two courses by writing a thesis. If a student chooses to write a thesis, the written part of the comprehensive examination is waived.

### **Doctor of Philosophy Degree**

Sixteen courses (48 credits) are required for students entering the program with no previous graduate work. Students generally take three courses a semester. Of the 16 courses, three may be in independent study and two (not more than one a semester) in non-graduate courses. This latter option is usually appropriate only when needed to offset a deficiency in a student's undergraduate background in a field. Generally, graduate students taking non-graduate courses are required to do additional work beyond the requirements set for undergraduates in those courses.

### **Admissions**

An undergraduate major in political science is preferred, but not required. Applicants must demonstrate both past performance of exceptional quality in their academic work and promise of sustained excellence in the future.

Three letters of recommendation must be submitted to the Department at the time of application, in addition to the transcripts and results of the Graduate Record Examination. The Department requires the general GRE test, a Statement of Purpose, and a sample of scholarly work, such as a term paper.

Completed applications should be submitted to the department by February 1.

### **Financial Aid**

The Department is usually able to provide financial support to our doctoral candidates for a period of four to five years, although the Department's initial commitment typically is only for two years, with additional years of funding contingent on the student's performance. Regular grants carry a stipend and full tuition remission. They involve twelve to fifteen hours per week of research assistance to members of the faculty or teaching assistance in undergraduate courses. Each year the Department also awards Thomas P. O'Neill Fellowships to two incoming students in American politics in honor of the late Speaker of the House.

### ***Undergraduate Course Offerings***

**Note:** Future course offerings and courses offered on a periodic basis are listed at <http://www.bc.edu/courses/>.

### **PO 020 Internships (Fall/Spring: 1)**

*Dennis Hale*

### **PO 041 Fundamental Concepts of Politics I (Fall/Spring: 3)**

**Satisfies Social Sciences Core Requirement**

### **For Majors only**

This is an introduction to governments, political ideas and theories, and the study of politics. Each of the course instructors uses a different set of reading materials in his or her own section. Some draw from political philosophy texts, some from the arena of international politics, some from an examination of politics and government in other countries, but none draws primarily on American politics. All sections focus on important questions and truths about the nature of politics.

*Kathleen Bailey*

*Alice Behnegar*

*Dennis Hale*

*Candace Hetzner*

*Christopher Kelly*

*Jennie Purnell*

**PO 042 Fundamental Concepts of Politics II (Fall/Spring: 3)****Satisfies Social Sciences Core Requirement****For Majors only**

This is an introduction to governments, political ideas and theories, and the study of politics. The principal emphasis of this course is on American government and politics, with the aim of understanding American institutions and political processes. But each of the course instructors will also draw on other materials aimed at providing some comparative perspective, and especially an understanding of the ways in which the American system is different or unique.

*Kathleen Bailey**Alice Behnegar**Gerald Easter**Dennis Hale**Candace Hetzner**Marc Landy***PO 061 Introduction to American Politics (Fall: 3)****Satisfies Social Sciences Core Requirement****For Non-majors. Not open to students who have taken PO 051**

An overview of contemporary American government and politics focusing on how the institutions envisioned by the Framers of the Constitution (Congress, the judiciary, the executive) function today. Particular emphasis will be placed on how developments since the 1960s have affected the interaction of national, state, and local governmental actors, political participation, the articulation of interests, and policy formulation and implementation. Topics covered will include the media, public interest and advocacy organizations, campaign technologies and consultants, and public policy research institutes (think tanks). Whenever possible, comparisons between the U.S. and other advanced industrial democracies will be explored.

*Peter Skerry***PO 081 Introduction to International Politics (Fall: 3)****Satisfies Social Sciences Core Requirement****Not open to students who have taken PO 500, PO 501 or PO 507.**

This course examines the principle sources of the behavior of countries in international politics, including the nature of the international system and the decision-making process within states. It examines such issues as the sources of power, the causes and implications of the security dilemma, the dynamics of alliances, the causes of war, international political economy, and the dilemmas of world order. This course is strongly recommended for students who plan to take upper level international politics courses.

*Robert S. Ross***PO 200 Internship Seminar: Policy and Administration in State and Local Government (Fall/Spring: 6)****Prerequisite:** Admission to this course is by application only.

A program of study based upon work experience in legislative, executive, and administrative offices in Greater Boston. The formulation of policy, the nature of responsibility, and the role of bureaucracy in state and local communities will be examined with the help of public officials of those communities. Junior and senior majors are selected on a competitive basis, based on their fitness for assignment to public offices. This is a 6-credit course that meets in a weekly seminar.

*Marie Natoli***PO 270 Environmental Law (Spring: 3)**

Course introduces students to the legal system and to environmental law. Covers virtually every area of the legal system, from common law and constitutional litigation to complex government agency regulations and the creation and enforcement of international legal norms, raising important ethical and policy issues. Considers air and water pollution, toxics, parks and wildlife, nuclear power, forests and mining, historic preservation, and environmental impacts on the poor. Offered under the supervision of law school Prof. Zygmunt Plater by two-person teams from the law school. ( Not available to students who have taken PO 307 or PO 201.)

*Zygmunt Plater***PO 281 Individual Research in Political Science (Fall: 3)****Prerequisite:** Permission of instructor

This is a one-semester research course directed by a Department member that culminates in a long paper or some equivalent.

*The Department***PO 282 Individual Research in Political Science (Spring: 3)****Prerequisite:** Permission of instructor

This is a one-semester research course directed by a Department member that culminates in a long paper or some equivalent.

*The Department***PO 291-292 Honors Thesis in Political Science (Fall/Spring: 3)***The Department***PO 297 Honors Seminar: Inequality and Politics (Fall: 3)**

This course examines the nature and dimensions of social inequality and the relevance of inequalities among groups defined by their race, gender, class, age, or caste to politics. The course also considers the contrast between the formal political equality that inheres in citizenship and actual inequalities of political influence. Finally, the effects on inequality of various public policies—for example, welfare state guarantees for the aged, comparable worth pay schemes, affirmative action, and Reaganomics—are considered. Although illustrative materials will be drawn mainly from American politics, examples from other nations are discussed as well.

*Kay L. Schlozman***PO 298 Honors Seminar: Proliferation, Terrorism, and Prevention (Spring: 3)**

This seminar will explore theoretical and historical perspectives on the development, use, and spread of nuclear weapons, and the origins, purposes, and consequences of terrorism. It will also survey a range of methods and strategies for responding to the threats posed by proliferation and terrorism including: appeasement; engagement; economic sanctions; defense and homeland security; deterrence; arms control; norms and regime building; pre-emptive and preventive strikes; covert action and assassination; and regime change.

*Timothy Crawford***PO 301 Policy and Politics in the U.S. (Fall: 3)**

This course is designed to acquaint students with the major features of American policymaking at the national level by engaging in primary research and extensive memo-writing on selected policy issues. Each student will be expected to become familiar with at least three policy areas, understanding existing government policies and underlying tradeoffs and paradoxes; proposing intellectually defensible and politically feasible reforms; and suggesting political strategies for enact-

ing these reforms. Possible topics include social security, environmental regulations, federal aid and mandates for education, affirmative action, welfare, and use of public lands.

*R. Shep Melnick*

**PO 302 Paying for Politics (Fall: 3)**

This course covers approaches to campaign finance regulation in the United States. We will consider (1) principles that motivate campaign finance regulation, such as equality, competition, free expression, combatting corruption, and public trust in government; (2) empirical evidence about the consequences of campaign finance activity for election outcomes, policy outcomes and public opinion, (3) variations in regulations across the United States, (4) recent developments in federal campaign finance reform, including the aftermath of the Bipartisan Campaign Reform Act of 2002, (5) current proposals for changes at both the state and national level.

*Jennifer Steen*

**PO 308 Public Administration (Fall: 3)**

This course examines the behavior of public administrative agencies at all levels of government, with a focus on the federal bureaucracy. The topics covered are theories of organization and administration, leadership, communication, budgeting, administrative law, personnel practices, and public unionism. The major themes are the following: Is there an American science of administration? What is the relationship between a country's administrative culture and its political culture? What is bureaucracy for, and where did it come from? Are the sins of bureaucracy inevitable, or can bureaucracy be reformed to make it easier to live with?

*Dennis Hale*

**PO 309 The U.S. Congress (Fall: 3)**

This course explores the legislative branch of the American federal government with an emphasis on relating current events to issues raised by the Framers of the Constitution and other democratic theorists. The specific topics we will cover include: nominations and elections, constituent relations, formal and informal structures and procedures of both houses, policy formation, lobbying, and relations with the executive branch. This is an advanced course which assumes a basic knowledge of the American political system.

*Jennifer Steen*

**PO 310 Criminal Justice: Constitution Law (Spring: 3)**

Intensive treatment of legal, political and moral issues in the American system of criminal justice, with particular emphasis on the constitutional rights of criminal defendants and various factors (congestion, plea-bargaining, etc.) which affect the viability of those rights.

*David R. Manwaring*

**PO 311 Urban Politics in Twenty-First Century America (Spring: 3)**

This course examines the politics and policies concerning America's urban areas at the beginning of the twenty-first century. Topics include the following: the distinctive nature of urban politics; the meaning and relevance of concepts such as "community" and "the politics of place" in today's political context; the transformation of urban political institutions over the last century; the demographic and social changes confronting cities today; the role of community organizations and citizen groups; the relationships among cities, states, and the national government in our federal system; and comparative analysis of cities in the U.S. with those in other advanced industrial nations.

*Peter Skerry*

**PO 312 Women in Politics (Spring: 3)**

In this course we probe the role of women in American politics and the efforts that have been made in the past—and are being made today—on behalf of the collective political interests of women. We consider gender differences among citizens in public opinion, political participation, and vote choices and gender differences in the experiences and comportment of political leaders. Finally, we analyze the politics of a number of public policies having a special impact on women among them, employment discrimination and other workplace issues, equal opportunity in education, pornography, and day care.

*Kay L. Schlozman*

**PO 315 The New Politics of Public Policy (Spring: 3)**

This course examines how American politics and policy has changed since the mid-1960s. Topics include the causes and consequences of divided government; congressional, presidential, and judicial influence on policy development; and the long-term consequences of heightened demand for government benefits and services, huge budget deficits, and declining public confidence in government. We will focus on income maintenance programs (especially Social Security, Disability Insurance, food stamps, and AFDC), asking whether these programs are likely to expand or contract in coming years.

*R. Shep Melnick*

**PO 317 The American Presidency (Fall: 3)**

**Not open to students who have taken PO 303.**

This course examines the American presidency in the views and actions of major Presidents, in electoral politics, and in relations with political party, Congress, the courts, and the executive bureaucracy.

*Marc Landy*

**PO 321 American Constitutional Law (Fall: 3)**

The evolution of the American Constitution through Supreme Court decisions is studied, with emphasis on the nature and limits of judicial power, and the Court's special role as protector of individual rights.

*David R. Manwaring*

**PO 330 Immigration: Processes, Politics, and Policies (Fall: 3)**

This course will examine immigration as a social as well as an economic process, with particular attention to its political and policy dimensions. Special attention will be paid to the interaction between immigrants and contemporary American social and political institutions, and to how the contemporary context differs from earlier periods in our history. The various dimensions (social, cultural, economic, and political) of the assimilation process will be examined. The course will culminate in an examination of various policy responses to the continuing controversy over immigration.

*Peter Skerry*

**PO 345 Groups in American Politics (Spring: 3)**

In this course we will examine the role of groups in the American political process. We will begin with the nature of individuals' identification with social, racial, ethnic, economic and political groups. We will then focus on organized associations and the functions they provide in a democratic society. We will conclude by considering the strategies and tactics groups employ to advance their political interests in the context of public opinion, elections and government.

*Jennifer Steen*

**PO 351 Seminar: Religion and Politics (Fall: 3)**

This course serves as an introduction to the relationship between religion and politics in the United States. We will examine such topics

as the rise of conservative Christianity, the changing nature of American Catholicism, the relationship between faith and party identification, and legislative and judicial responses to the role of religion in the public sphere.

*Alan Wolfe*

**PO 358 Seminar: American Culture War (Spring: 3)**

**Not open to students who have taken PO 340.**

Since at least the 1960s, pundits and social scientists have talked about the existence of a profound culture war in the United States. On issues ranging from abortion to immigration to homosexuality, we have been told, America is divided into two major camps, one leaning to the left and the other to the right. This course will examine the evidence behind such assertions, concentrating on some of the key issues around which theories of America's culture war are organized.

*Alan Wolfe*

**PO 360 Seminar: Rights in Conflict (Spring: 3)**

**This seminar is primarily for sophomores. Juniors admitted with departmental permission.**

This course examines a series of political controversies in which at least one—and usually more than one—side makes a claim on the basis of rights. The political controversies we investigate involve demands made in the name of, among others, property rights, First Amendment rights, the rights of the accused, and the right to vote as well as rights-based assertions on behalf of the disabled, students, and even animals.

*R. Shep Melnick*

**PO 399 Advanced Independent Research (Fall/Spring: 6)**

*The Department*

**PO 403 Rise and Rule of Islamic States (Fall: 3)**

This course explores the nature of Islamic political systems from the Arab caliphates, Mongol Khanates and Turkic conquests to the problems and prospects faced by Muslim states today. The modern states to be examined include Turkey, Afghanistan, Tajikistan, Uzbekistan, Azerbaijan, Iran, as well as Moslem enclaves inside Russia such as Chechnya. Islamic philosophy, religion, and culture will also be treated.

*Kathleen Bailey*

**PO 409 Political Institutions (Fall: 3)**

This course will focus on the institutional approach to the study of politics. We have constitutional arrangements at the level of the state, and we have institutions within states, such as political parties, legislatures, and bureaucracies. This course will look at institutions in two ways. First, we will look at the effect of institutions. Institutions, with their goals, rules, and procedures, shape people's behavior and expectations. Second, we will look at how institutions come about, why they take on the specific form that they do, and why institutional arrangements are so long-lived.

*Kenji Hayao*

**PO 414 Politics and Society in Central Eurasia (Spring: 3)**

This course explores political systems and contemporary society in Central Eurasia and devotes special attention to ethnic relations among the various peoples of the region. Greater Central Asia constitutes the western part of Inner Asia, stretching from the Caspian Sea to Xinjiang Province in China, from Chechnya in the north to Afghanistan and Pakistan in the south. It belongs culturally to the Islamic world. The region has been impacted by the imperial policies

of the Soviet Union and China, by the rise of nationalism, and by religious radicalism, terrorism and war. Reform strategies and models will be discussed.

*Kathleen Bailey*

**PO 415 Models of Politics (Spring: 3)**

This course is an introduction to thinking analytically about human behavior by exposing students to various models of political phenomena. The emphasis is on improving students' skills in thinking about individual and collective behavior through the use of a few simple concepts and some imagination.

*Kenji Hayao*

**PO 417 Introduction to Japanese Politics (Fall: 3)**

**Satisfies Cultural Diversity Core Requirement**

This course offers an overview of contemporary Japanese politics, designed for students with a general interest in Japan as well as political science concentrators. It begins with a brief historical account, and proceeds to discussions of Japanese culture and society, electoral politics, decision-making structures and processes, and public policy issues in both domestic and foreign affairs.

*Kenji Hayao*

**PO 421 The Politics of Northern Ireland, 1921-Present (Spring: 3)**

This course seeks to trace the political development of Northern Ireland from its creation in 1921 to the present, examining in particular the political parties, organizations and movements that have shaped the political landscape of the six counties of historic Ulster that remain part of the United Kingdom. The focus of this course will be on the "Troubles," 1968-present, with special attention given to the 1998 Good Friday Agreement. There will also be a brief survey of the major political, economic, religious, cultural and social developments in Ireland from the early 1600s to the late 1800s.

*Robert K. O'Neill*

**PO 424 Reform, Revolution, and the Communist Collapse (Fall: 3)**

The class examines the collapse of communist regimes in Eastern Europe and the former Soviet Union. The focus is on the reform strategies of political leaders and the opposition movements of nationalists, workers and students. Cases include the Prague Spring, Poland's Solidarity, Fall of the Berlin Wall, Gorbachev's Perestroika, and the Rise of Boris Yeltsin and Independent Russia.

*Gerald Easter*

**PO 428 Protest Politics in Latin America (Spring: 3)**

**Satisfies Cultural Diversity Core Requirement**

This course explores the origins, evolution, and impact of diverse social movements in contemporary Latin America, focusing on the relationship between protest politics, political democracy, and the expansion and redefinition of the rights of citizenship.

*Jennie Purnell*

**PO 432 Postcommunist Transitions (Fall: 3)**

This course examines political and economic change in Russia from Gorbachev to the present. After reviewing the main institutions of the Soviet system and theories of its collapse, the course turns to specific reforms and the social impact of rapid systemic change. Topics include "shock therapy," nationalism, crime and corruption, and the effect of change on workers, women, and other social groups.

*Paul Christensen*

**PO 447 The Modern State (Spring: 3)**

The class explores the rise of the modern state as the dominant form of political organization in world politics. It traces the development from premodern stateless societies, medieval states, and finally the modern nation-state. The class also examines the contemporary processes of globalization and their effect on the survival of the modern state.

*Gerald Easter*

**PO 448 The Political Development of Western Europe (Fall: 3)**

This course explores the development of modern politics in Britain, France, Germany and Italy. Readings and discussions during the first part of the semester will examine the ideas and social forces behind the English, French and Industrial revolutions. The second portion of the course will cover German and Italian national unification and democratization in France and Britain. Finally, we will consider the breakdown of democratic politics in Germany and Italy in the first half of the twentieth century and institutional legacies for the postwar period.

*Jonathan Laurence*

**PO 449 Domestic Politics in Postwar Europe (Spring: 3)**

This course examines civil society and parliamentary democracy in Western Europe since World War II. What are the distinctive features of European political systems? How have the major political cleavages developed and changed in the last sixty years? Material will cover institutions and political participation in several countries, from prime ministers and presidents to political parties and social movements. We will consider the influence of Europeanization and regional movements on domestic politics. The course will also pay particular attention to the political impact of mass labor migration, including the emergence of right wing parties and contemporary politics of cultural diversity.

*Jonathan Laurence*

**PO 452 Seminar: Presidents and Prime Ministers (Spring: 3)**

This course will focus its attention on the top elected political leaders of democratic states—presidents or prime ministers (or, in the case of certain countries, both). As part of the course requirements, students will develop a particular country case study (e.g., Great Britain, India, South Africa), looking at how the politics shapes what they do and how they shape their countries' politics.

*Kenji Hayao*

**PO 500 Introduction to International Studies (Spring: 3)**

**Cross Listed with IN 500**

**Satisfies Cultural Diversity Core Requirement**

**This course is open to undergraduates who have not yet taken PO 501 or PO 507.**

This course provides an interdisciplinary introduction to international studies. It is designed especially for students who intend to pursue further courses in the field and assumes no prior coursework in related disciplines. The course lays the groundwork for understanding the ways in which international influences shape the world's economies, politics, societies, and cultures, and the consequences for global conflict or cooperation. The course explores how such questions may be answered more comprehensively through an interdisciplinary approach that draws from the social sciences and humanities.

*Donald Hafner*

**PO 503 Chinese Foreign Policy (Spring: 3)**

*Prerequisite:* PO 081 or PO 500 or PO 507

The rise of China will shape the twenty-first century. It presents the United States, and indeed the world, with challenges in areas of

security, business, and ideology. To understand these and how they have changed over time, this course will examine the origins and conduct of Chinese foreign policy. The course is structured chronologically, but emphasizes the post-1978 reform period. Chinese foreign policy in every sphere—military, political, and economic—will be studied through attention to ideational, systemic, and domestic causes.

*Robert Ross*

**PO 504 International Politics of Europe (Fall: 3)**

This course examines international politics among the European states since 1945, focusing particularly on the rise of Europe as a major international actor, the European efforts at multinational integration, and the problems of building a new and wider European community following the demise of the Soviet Union.

*Donald L. Hafner*

**PO 510 Globalization (Fall: 3)**

**Satisfies Cultural Diversity Core Requirement**

This course examines the political, economic, social and cultural implications of the increasingly integrated world system. The course focuses on conflicting assessments of international institutions (IMP, World Bank, WTO) and economic integration, and the effects of globalization on state sovereignty, social cohesion, and cultural diversity and autonomy.

*Paul Christensen*

**PO 512 The Causes of War (Fall: 3)**

In the first two-thirds of the course we will survey the major strands of theory concerning the causes war, and apply them to the First World War—a monumental human disaster for Europe, and a pivotal event in world politics, and therefore a very important case. The last one-third of the class will focus on contemporary problems of war and peace (e.g., civil wars, ethnic conflict, proliferation of weapons of mass destruction, and terrorism) using theoretical approaches introduced earlier, as well as new ones.

*Timothy Crawford*

**PO 514 East Asian Security (Spring: 3)**

*Prerequisite:* PO 081 or PO 500 or PO 507

**Satisfies Cultural Diversity Core Requirement**

The class offers an analytical perspective on the strategic conditions of post-Cold War East Asia. It examines the regional political structure, the strategic characteristics of the region's primary great power relationship, U.S., China Relations, and the implications for the conflicts on the Korean peninsula, in the Taiwan Strait, and in the South China sea, and the role of alliance relationships in regional diplomacy. From these different perspectives, it attempts to understand the sources of stability and instability and the prospects for peace.

*Robert S. Ross*

**PO 515 U.S.-Latin American Relations (Fall: 3)**

This course explores the relationship between the United States and Latin America before, during, and after the Cold War. Topics to be considered include anti-communism and Cold War politics, Mexican migration to the United States, drug trafficking, and transnational human rights and environmental movements. The course is intended primarily for Political Science majors who have completed PO 041 and 042, Latin American Studies minors, and others with a strong interest in Latin America.

*Jennie Purnell*

**PO 516 American Foreign Policy (Spring: 3)**

This course examines the distinctive ways in which the American public and policy-makers have understood and applied principles of international politics in American foreign policy. Although the course surveys the decades since 1945 for the lessons they provide, the main focus is on analysis of current and anticipated international challenges confronting the United States, in such realms as military security, international economics, and human rights. The course examines both the international and the domestic political factors that shape American foreign policy.

*Donald L. Hafner*

**PO 517 U.S. Foreign Economic Policy (Spring: 3)**

What are the historical roots and contemporary implications of liberalism and democracy in American foreign policy? In what ways have U.S. foreign policy decision makers attempted to spread these core ideas to other countries? How have they understood the relationship between markets and democracy? In particular, to what extent have prevailing interpretations of liberalism and democracy shaped twentieth century presidential administrations' international priorities, including major foreign policy doctrines? Has US foreign policy contributed to the "third wave" of democratization from the 1970s? Finally, what can be learned about spreading liberalism and democracy from the current cases of Afghanistan and Iraq?

*David Deese*

**PO 522 International Institutions (Spring: 3)**

This course explores the structures, processes, and impacts of international institutions within the larger context of world politics. The course will first review the contending theoretical perspectives regarding the effect(s) that international institutions have on both interstate relations and political-economic discourse within states. The course will then examine a number of international institutions that are active in a diverse group of issue areas (e.g., security, political-economic, humanitarian, and environment) on both the global and regional levels.

*David Deese*

**PO 525 Politics and International Economic Relations (Fall: 3)**

Examines the contending theoretical approaches to the politics of international economic relations through the issue of globalization. Emphasizing the period since World War II, it analyzes the primary political questions and international institutions associated with trade, money and finance, multinational corporations, and development. It concludes with the perennial challenge of leadership and change in international political economy.

*David A. Deese*

**PO 552 Seminar: Use of Force (Fall: 3)**

*Prerequisite:* PO 081 or PO 500 or PO 507

This is an advanced undergraduate course in international politics. It offers an in-depth discussion of one aspect of international politics—how and why states use force to achieve their objectives. In so doing, it addresses the use of force in its multiple dimensions, including war, deterrence, coercive diplomacy, nuclear weapons, and terrorism, and the role of force in contemporary international politics.

*Robert Ross*

**PO 620 Introduction to Classical Political Philosophy (Fall: 3)**

This course is both an introduction to the moral and political questions that animate classical political philosophy and to classical political philosophy's approach to the resolution of these questions.

*Nasser Behnegar*

**PO 625 Politics and Literature (Spring: 3)**

Great authors frequently address in their works questions of enduring political importance, such as: What is justice? What is virtue? What is the role of the family in political society? Moreover, by addressing these questions in concrete settings, they often illuminate issues which otherwise may seem abstract. This course will use works by authors such as Homer, Euripides, Aristophanes, Shakespeare and Jane Austen, in conjunction with works of political philosophy, to gain a deeper understanding of the permanent political questions which these authors examined and which still face us today.

*Amy Nendza*

**PO 638 Islamic Political Philosophy (Spring: 3)**

What is the relationship between philosophy and Islam? Does the divine law (Shari'a) need to be supplemented with purely rational reflections on the nature and purpose of political life? What is the place of toleration and individual rights in the Islamic legal and philosophic tradition? We will explore these and similar questions by focusing on two particularly fertile periods of Islamic thought—the encounter of Islam with Greek philosophy in the classical period and its encounter with modern secular West in late modernity.

*Nasser Behnegar*

**PO 649 Rousseau on Theory and Practice (Fall: 3)**

This course will explore the abstract theoretical account of politics given in Rousseau's *Social Contract* and then examine his attempts to apply this theory to concrete political circumstances in a variety of countries.

*Christopher Kelly*

**PO 687 Philosophy of Technological Society (Fall: 3)**

A consideration of the first plans for scientific-technological society (especially Francis Bacon's) and some later critiques (especially Mark Twain's and Martin Heidegger's).

*Robert K. Faulker*

**Graduate Course Offerings**

**PO 702 American Government Field Seminar (Fall: 3)**

This seminar is intended to provide graduate students with a general intellectual survey of the field of American government and politics. In terms of the topics it covers, it is not unlike an introductory American government course, but its intellectual agenda is obviously different, focusing on the prominent scholarly debates, lines of inquiry, and perspectives. Among the topics considered are: the Founding and the Constitution; public opinion and voting; parties and elections; organized interests; Congress; the presidency; the bureaucracy; the judiciary; and public policy.

*Kay L. Schlozman*

*R. Shep Melnick*

**PO 706 The American Founding (Spring: 3)**

**Open to undergraduates with permission of the instructor.**

This seminar will examine the political debates associated with the American Founding. We will read some of the more important pre-Founding texts; examine the debate between and among the Federalists and Anti-Federalists; and study some of the immediate post-Founding discussions over such contested matters as: the nature of the Union, the powers of states, the status of slavery, the role of political parties, and the appropriate way to understand the presidency, the Congress, and the federal courts.

*Dennis Hale*

**PO 719 Introduction to Political Science Research (Spring: 3)**  
**Open to undergraduates with permission of the instructor.**

This course will introduce the basics of social science research to graduate students. We will begin by considering the role of theory, concepts and hypotheses in political science. We will then consider hypothesis-testing, specifically research design and the various threats to the validity of scientific inferences. We will critique articles that use both quantitative (large N) and qualitative (small N) methods.

*Jennifer A. Steen*

**PO 727 American Political Development (Spring: 3)**

This seminar looks at the course of American history from the Federalist period of the 1790's through the end of the nineteenth century for the purpose of understanding subsequent American politics. Its axiom is that contemporary politics cannot be adequately understood without understanding its philosophical and historical underpinnings nor without examining the critical political conflicts and institutional developments that have occurred. Readings consist of original documents and secondary works by historians and political scientists.

*Marc Landy*

**PO 799 Reading and Research (Fall/Spring: 3)**

**By arrangement**

A directed study in primary sources and authoritative secondary materials for a deeper knowledge of some problems previously studied or of some area in which the candidate is deficient.

*The Department*

**PO 801 Thesis Seminar (Fall/Spring: 3)**

A research course under the guidance of a faculty member for those writing a Master's Thesis.

*Jennie Purnell*

**PO 803 Comparative Politics Graduate Field Seminar (Fall: 3)**

**Open to undergraduates with permission of the instructor.**

This seminar aims at training graduate students in asking and answering the broadest and deepest questions of comparative politics, which seeks to understand similarities and differences in political culture and political institutions, with differing individualist and sociological emphases in methodology.

*Gerald Easter*

**PO 805 Comparative Politics of Democratization (Spring: 3)**

**Open to undergraduates with permission of the instructor.**

This course provides an introduction to some of the major debates about democracy and democratization in the field of comparative politics. Topics to be considered include the creation and consolidation of democratic forms of governance; constitutional engineering in divided societies; the role of the military in democracies; democracy and development; and democracy and nationalism.

*Jennie Purnell*

**PO 812 State-Church Relations in Modern Europe (Spring: 3)**

Freedom of worship is a signature characteristic of democratic states, and yet governments have often had an uneasy relationship with organized religion. This seminar examines the evolution of policies and institutions that have accommodated and regulated religious exercise in Western Europe from the nineteenth century to the present, with some comparisons made to the United States. The central case studies include the Catholic Church, Jewish communities, and Islam in the west.

Readings will reflect on processes of secularization, the separation of church and state, the emancipation of religious minorities, and the development of state-church relations with minority religious communities.

*Jonathan Laurence*

**PO 825 Security Studies (Spring: 3)**

This seminar covers major concepts, theories, and research programs in the field of security studies: the concepts of national security and interests, strategy, and grand strategy; morality and war; civil-military relations; the security dilemma and offense-defense theory; alliance politics and collective security; arms races and arms control; nuclear strategy; coercive diplomacy; proliferation and counter-proliferation; and terrorism and counter-terrorism. In addition to reviewing key theoretical works on these subjects, we will examine important empirical cases from the Cold War and recent international crises.

*Timothy Crawford*

**PO 861 Limits and Promise of Cooperation in World Politics (Fall: 3)**

**Open to undergraduates with permission of instructor.**

This graduate seminar probes the nature and limits of cooperation in world politics. It begins by examining the fundamentals of power, conflict, and cooperation at international and global levels. It focuses on the sources, evolution, and prospects for cooperation, including competing theoretical understandings. Key questions include the importance of regions and regionalism, the effects of democracies and democratization, and the role of both balancing and leadership at the global level.

*David A. Deese*

**PO 888 Interim Study (Fall/Spring: 0)**

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

*Jennie Purnell*

**PO 912 Political Philosophy of Aristotle (Fall: 3)**

Open to undergraduate students with permission of instructor. Aristotle's treatment of the best way of life in the *Ethics* and *Politics*.

*Christopher Bruell*

**PO 915 Francis Bacon on Science and Politics (Fall: 3)**

A study of Bacon's project of technological society, looking at the *New Atlantis*, parts of the *New Organon*, and especially some early writings.

*Robert K. Faulkner*

**PO 936 On Classical Philosophy (Fall: 3)**

**Open to undergraduates with permission of the instructor.**

A close reading of Aristotle's *De Anima*.

*Christopher Bruell*

**PO 979 Seminar: Rome (Fall: 3)**

Rome is a problem for modern political philosophy. The empire was not simply despotic, and it, unlike the classical city, claimed to be "universal." How did the great Roman enterprise come about, and how might it be improved? We will look at the modern arc going from Machiavelli through Montesquieu through Nietzsche with those questions in mind.

*Pierre Manent*

**PO 981 Rousseau and Derrida (Spring: 3)**

This course will focus on Rousseau's *Essay on the Origin of Languages* and related writings. It will also consider the interpretation of Rousseau in Jacques Derrida's *Of Grammatology*.

*Christopher Kelly*

### PO 982 Seminar: The Political Philosophy of John Locke (Spring: 3)

This course will focus on major political and epistemological writings of Locke in order to gain clarity about theoretical and moral foundations of modern liberalism. To help us understand Locke's innovations, we will also briefly examine the writings of Locke's immediate predecessors.

*Nasser Behnegar*

### PO 997 Dissertation Seminar (Fall/Spring: 0)

Required for doctoral candidates in residence who have passed the comprehensive examination. Meetings to be arranged.

*Robert Faulkner*

### PO 998 Doctoral Comprehensive (Fall/Spring: 1)

A 1-credit, tuition-based course for students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculated student for the one or two semesters used to prepare for the Comprehensive. This course is non-graded.

*The Department*

### PO 999 Doctoral Continuation (Fall/Spring: 1)

A 1-credit, tuition-based course for all students who have been admitted to Ph.D. candidacy. Students are required to register and pay the tuition for Doctoral Continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation. This course is non-graded.

*The Department*

## Psychology

### Faculty

**Ali Banuazizi**, *Professor*; B.S., University of Michigan; A.M., The New School for Social Research; Ph.D., Yale University

**Lisa Feldman Barrett**, *Professor*; B.Sc., University of Toronto; Ph.D., University of Waterloo

**Hiram H. Brownell**, *Professor*; A.B., Stanford University; M.A., Ph.D., Johns Hopkins University

**Randolph Easton**, *Professor*; B.S., University of Washington; A.M., Ph.D., University of New Hampshire

**Peter Gray**, *Research Professor*; A.B., Columbia University; Ph.D., Rockefeller University

**G. Ramsay Liem**, *Professor*; A.B., Haverford College; Ph.D., University of Rochester

**Michael Numan**, *Professor*; B.S., Brooklyn College; Ph.D., University of Chicago

**James A. Russell**, *Professor*; Chairperson of the Department; B.A., M.A., Ph.D., University of California, Los Angeles

**Diane Scott-Jones**, *Professor*; B.S., M.S., Appalachian State University; Ph.D., University of North Carolina, Chapel Hill

**M. Jeanne Sholl**, *Professor*; B.S., Bucknell University; M.S., Idaho State University; M.A., Ph.D., Johns Hopkins University

**Michael Smyer**, *Professor and Dean of the Graduate School of Arts and Sciences*; B.A., Yale; Ph.D., Duke University

**Ellen Winner**, *Professor*; B.A., Radcliffe College; Ph.D., Harvard University

**Donnah Canavan**, *Associate Professor*; A.B., Emmanuel College; Ph.D., Columbia University

**Jon Horvitz**, *Associate Professor*; B.A., Haverford College; Ph.D., University of California, Santa Barbara

**Michael Moore**, *Associate Professor*; Assistant Chairperson of the Department; A.B., A.M., Ph.D., Harvard University

**Gilda A. Morelli**, *Associate Professor*; B.Sc., University of Massachusetts, Boston; Ph.D., University of Massachusetts, Amherst

**Karen Rosen**, *Associate Professor*; B.A., Brandeis University; Ph.D., Harvard University

**Joseph J. Tecce**, *Associate Professor*; A.B., Bowdoin College; M.A., Ph.D., The Catholic University of America

**Stephen Heinrichs**, *Assistant Professor*; B.A., University of California, Berkeley; M.A., Ph.D., University of California, San Diego

**Linda R. Tropp**, *Assistant Professor*; B.A., Wellesley College; M.Sc., Ph.D., University of California, Santa Cruz

### Contacts

- Administrative Secretary: Barbara O'Brien, 617-552-4102, barbara.obrien@bc.edu
- Staff Assistant: 617-552-4100
- Department Secretary: Kathryn Ford, 617-552-4100, kathryn.ford.1@bc.edu
- Website: <http://www.bc.edu/psychology/>

### Undergraduate Program Description

Psychology is the scientific study of how and why people think, feel, and behave as they do. Our courses embody the philosophy of Boston College's liberal arts education, providing students the opportunity for intellectual growth and enjoyment, and a deeper understanding of the human condition. The psychology major also provides the breadth, depth, knowledge, and tools necessary for students to prepare for graduate training.

### Requirements for Psychology Majors

Students must take a minimum of ten courses in the Department, including the following required courses:

- Introduction to Psychology I and II (PS 110 and PS 111) should be taken as soon as possible after entering the major. PS 111 can be taken without having taken PS 110.
- Introduction to Behavioral Statistics and Research I and II (PS 120 and PS 121) should be taken in the sophomore year, when possible.
- At least three 200-level courses, which must include at least one course each from three of the following four clusters: Biological (PS 285 or PS 287), Cognitive (PS 271, PS 272, or PS 274), Developmental and Clinical (PS 260 or PS 264), Social, Personality, and Cultural (PS 241, PS 242, or PS 254)
- Three additional courses in psychology, at least two of which must be at the 300-level or higher.

In addition, Psychology majors must take the following corequisites outside the Department: two courses in mathematics (MT 004-005, MT 020, MT 100-101, or any two MT courses above MT 100-101 with the permission of the Department). Students may substitute Computers in Management (CS 021 or CS 074) for one of the two required mathematics courses. A.P. Mathematics, which has been accepted for credit by Boston College, will satisfy one semester of the Psychology major's two-semester mathematics corequisite.

A score of four or five on the A.P. Psychology examination can be substituted for PS 111 Introductory Psychology II, but students substituting an A.P. exam score for PS 111 are required to take an additional 200-level psychology course (for a total of four courses at the 200-level) to complete their major in Psychology.

### The Senior Thesis

Students may choose to write a thesis during the senior year. In most cases, the thesis will involve original, empirical research, although theoretical papers will also be permitted. Students must obtain the consent of a faculty member to serve as their thesis advisor. Those who are interested in writing a thesis are encouraged to participate in an Independent Study with a prospective thesis advisor during the junior year to develop a thesis proposal. Seniors who are engaged in writing a thesis may enroll in PS 490 and/or PS 491 Senior Thesis in either or both semesters. Students who plan to write a thesis are advised to complete Introduction to Behavioral Statistics and Research I and II (PS 120 and PS 121) before their senior year.

### The Biopsychology Concentration

The Biopsychology concentration within the Psychology major allows students to engage in course work and research that will provide them with a strong understanding of the biological bases of behavior and mental function. Courses are selected from the Psychology, Biology, and Chemistry Departments that are related to the following: evolution and genetics of behavior; neural, neurochemical, and physiological control of behavior; the biology of behavioral development; and molecular neurobiology of behavior. The concentration is meant for students who plan to enter a graduate program in the neurosciences or a related area of biopsychology, but will also be valuable to premedical students or those interested in the health-related professions. Students who are interested in the Biopsychology Concentration are urged to contact one of the concentration's faculty advisors as early as possible.

Faculty Advisors: Stephen Heinrichs, Jon Horvitz, and Michael Numan

### The Honors Program

The purpose of the Psychology Honors Program is to provide a challenging course of study for Psychology majors with a distinguished academic record, a desire and commitment to devote a substantial amount of time in their senior year to research, and an interest in pursuing post-baccalaureate study in Psychology or related fields.

Students who are eligible to participate in the Psychology Honors Program receive a letter from the Honors Program Director at the beginning of their junior year. This invitation is sent to students who, by the end of their sophomore year, have a GPA of at least a 3.5 in Psychology and overall. If they are interested in participating in this program, students need to identify a Psychology faculty member who is willing to supervise them in their work. Students then need to complete a preliminary application by November 1 of their junior year. On this application, they need to indicate the issue or topic they would like to investigate in their honors thesis and the name of a faculty member in the Psychology Department who has agreed to work with them.

During the second semester of their junior year, students participate in a 1-credit seminar intended to help them prepare their Honors Thesis Proposal. They may also choose to sign up for an Independent Study course with their advisor to continue their work on their thesis proposal (alternatively, they may consult with their advisor during this semester about their thesis work without enrolling in an Independent Study course). In most cases, the thesis involves original empirical or archival research, although theoretical studies may be permitted in exceptional instances. In the case of laboratory studies, the proposed design may be part of an ongoing project in the advisor's program of

research; data collection and analysis should be completed by the student. The proposal for the research should be developed by the student with the help of his/her advisor.

By May 1 of their junior year, students need to submit a completed proposal, together with a letter of support from their advisor and a copy of their transcript, to the Honors Program Director. At this point, their proposal is reviewed by at least two faculty members and a decision is made as to whether to formally admit the student as a candidate in the Honors Program for their senior year. The decision to admit students as candidates in the Honors Program is based on: (1) whether the plan for research meets the important objective of providing the student with an opportunity for individually conceptualized and/or independent work, and (2) whether the advisor agrees to continue working with the student on the research. Once this decision is made, a second reader for the Honors Thesis is chosen (with input from the advisor and the student). The student begins the process of executing the research plan, analyzing the data, and writing the thesis.

The principal requirement of the Honors Program is the successful completion of the Honors Thesis. During their senior year, students should enroll in PS 495-6 Senior Honors Thesis I and II. In addition, students in the Honors Program are required to take one additional upper-level course (500-level or above). One semester of the Senior Honors Thesis course (PS 495) may count toward the Department's ten-course requirement for all Psychology majors. The second semester of the Senior Honors Thesis course (PS 496), and the 500-level course, are taken in addition to the ten courses required for the major. Therefore, students in the Honors Program will have completed two courses in Psychology beyond the ten-course requirement.

A copy of the thesis, accompanied by a letter from the student's advisor that incorporates his/her evaluation of the student and the feedback from one additional reader of the completed thesis, needs to be submitted to the Department by April 15 of the senior year. A presentation of the student's honors thesis at the Psychology Honors Conference in May of the senior year will provide all students in the Honors Program the opportunity to share their work with members of the Psychology Department.

Those students who fulfill all of the Honors Program course requirements, maintain their 3.5 GPA in Psychology and overall at the time of graduation, and successfully complete the final written thesis, will be deemed to have completed the Psychology Honors Program successfully.

For further information, contact the Director of the Honors Program in the Psychology Department.

### Information for Study Abroad

Departmental decisions about international study are made on a student-by-student basis. Psychology majors should arrange an appointment with their advisor for permission to study abroad. Psychology majors should meet with the Assistant Chairperson for permission to apply courses taken abroad towards meeting major requirements. Approval should be obtained before the start of the study abroad program.

### Dual B.A./M.S.W. Program in Psychology and Social Work

In cooperation with the Graduate School of Social Work, the Psychology Department offers a dual five-year Master's degree program for those students who have decided upon a career in social work. Students in this program complete their undergraduate requirements

including those for the Psychology major during their first four years. In addition, in their junior year students begin to take Social Work courses. Upon successful completion of all undergraduate requirements, students receive the B.A. after their senior year at which time they are formally enrolled in the Graduate School of Social Work. Upon successful completion of all graduate requirements at the end of the fifth year students are awarded the M.S.W. Students apply for admission to the five-year program during their sophomore year.

Faculty Advisor (Psychology): Michael Moore

### Faculty Advisement

Psychology majors should seek psychology faculty advisement prior to each University registration period. Psychology faculty provide expanded office hours during these periods. Students interested in studying abroad should seek the consent of their advisor.

Psychology majors who do not have an academic advisor (e.g., majors in their first year of study or recent transfer students) should consult with the Assistant Chairperson prior to registration.

### Social Science Core Requirements

Non-majors may fulfill the Social Science Core requirement with any two Psychology courses with a number between 010 and 099 (e.g., PS 011, PS 021, PS 031, and PS 045). Please note that PS 110 and PS 111 do not fulfill the Social Science Core requirement.

Psychology majors fulfill the Social Science Core requirement when they have successfully completed PS 110, PS 111, and two other psychology courses at the 200-level or above. Psychology majors fulfill one semester of the Social Science Core requirement when they have successfully completed PS 110 or PS 111 and one other psychology course at the 200-level or above.

### Prerequisites

Prerequisites for courses, if any, are listed with each course description. If none are listed, the course has no prerequisites.

#### Guide to Psychology Course Numbering

- **PS 000-PS 009:** Courses that *do not* satisfy the Social Science Core requirement and do not provide credit toward completion of the Psychology major.
- **PS 010-PS 099:** Core courses, primarily for non-majors, that satisfy the Social Science Core requirement but *do not* provide credit toward completion of the Psychology major.
- **PS 100-PS 199:** Introductory, statistical, and methodological courses that are required for Psychology majors.
- **PS 200-PS 299:** Introductions to primary subdisciplines of psychology, serving as prerequisites to more advanced courses.
- **PS 300-PS 399:** More advanced and/or specialized courses, requiring one or more 200-level courses as prerequisites.
- **PS 400-PS 499:** Research practica and advanced seminars in various areas of psychology limited to Psychology majors.
- **PS 500-PS 599:** Seminars and Advanced Topics courses open to advanced undergraduates and to graduate students.
- **PS 600 and above:** Graduate-level courses.

### Graduate Program Description

The Psychology Department at Boston College offers doctoral and master's training in five areas:

#### Behavioral Neuroscience

Faculty and students in the Behavioral Neuroscience concentration study the neural basis of behavior. Research laboratories within the behavioral neuroscience division examine neural and endocrine regula-

tion of parental behavior in rodents; the impact of stress and anxiety on drug seeking, information processing, and appetite control; and the neurochemical basis of learning. A wide range of techniques is used to analyze these problems, including immunocytochemistry; neural tract-tracing; radiotelemetry; electrophysiology, psychopharmacology; computerized image analysis of brain systems; video-tracking and phenotyping of genetic mutant mice.

Faculty: Stephen Heinrichs, Jon Horvitz (contact person), and Michael Numan

#### Cognition and Perception

Faculty and students in the Cognition and Perception concentration study mental processes and structures, their breakdown under conditions of brain injury, and their application to a variety of common human settings and problems. Areas of study include spatial representation and navigation, relations among the perceptual systems, sensory substitution in the visually handicapped, imagery, memory, classification, and language and communication.

Faculty: Hiram Brownell (contact person), Randolph Easton, and M. Jeanne Sholl

#### Cultural Psychology

Faculty and students in the Cultural Psychology concentration are studying the sociocultural foundations of mental processes, behavior, and human development at both the individual and group levels. Areas of study include cultural studies of parenting and child development; cultural construction of the self and emotions; conceptions of mental illness and health in different cultures; the impact of war on children; human rights as a mental health issue; social-psychological dynamics of social change and conflict; and ethnic identity and political culture. These topics are pursued cross-culturally or as they apply to subcultures within the United States. Given the emphasis on the relationship between the individual and the sociocultural context, interdisciplinary research, involving such fields as anthropology, sociology, and history, is highly valued.

Faculty: Ali Banuazizi, Ramsay Liem, Gilda Morelli, Diane Scott-Jones (contact person), and Linda Tropp

#### Developmental Psychology

Faculty and students in the Developmental Psychology concentration are studying social, emotional, and cognitive development across the life span. Areas of study include attachment relationships; sibling and peer relationships; children's understanding of emotion; cultural aspects of young children's development; ethnic identity development; the role policies and programs play in the lives of children, older adults, and families; the development of artistic abilities in normal and gifted populations; the acquisition of a theory of mind and the relationship between theory of mind and communication skills; adolescent sexual behavior; and mental health in later life. Children and families from both Western and non-Western communities are studied. In addition to the resources in the department, students may also take advantage of the courses and faculty in the Lynch School of Education.

Faculty: Michael Moore, Gilda Morelli, Karen Rosen (contact person), James A. Russell, Diane Scott-Jones, Mick Smyer, and Ellen Winner

#### Social and Personality Psychology

Faculty and students in the Social and Personality Psychology concentration are exploring social psychological processes at several levels, ranging from the individual and interpersonal to the group, inter-

group, and organizational levels. Areas of investigation include the study of emotion; how nonverbal behavior and discourse processes reflect and affect social encounters; what conditions foster interpersonal conflict and its resolution; how the exercise of power in its various forms influences social relationships; how people negotiate equity in intimate relationships; the processes by which social cognitions come to be shared; how social categories, such as gender and ethnicity, frame and constrain social behavior; and what factors affect changes in self schemas and self esteem. Research strategies encompass the gamut of experimental and field methodologies.

Faculty: Lisa Feldman Barrett, Donnah Canavan (contact person), James A. Russell, and Linda Tropp

### General Information

We offer both a master's and doctoral program. Completion of the master's program requires two years of training. Completion of the doctoral program typically requires four to five years of training. Both programs require that students devote 100 percent of their time and effort to their graduate studies. Students in both programs are admitted whose interests fall within or bridge one or more of the five main areas of concentration of the program. Graduate students are typically expected to spend their summers working on research. In addition, doctoral candidates must have demonstrated adequate preparation, ability, maturity, and motivation to pursue a demanding program of individual research and scholarship.

Because of our emphasis on research and on a mentoring relationship with one member of the faculty, a principal criterion for admission to both the master's and doctoral programs is that a student's interests be compatible with those of at least one member of the faculty. Each student is admitted to work with a faculty member as his/her advisor.

The research interests of individual faculty members can be found on the department website. The requirements for completing the Ph.D. program can be found in the Graduate Program Handbook, also available on the website. Details about the requirements for completing the M.A. program can be found on our website as well. Students use the same forms to apply to both the M.A. and Ph.D. programs, and indicate which program they are applying to. Students may also apply to both programs. The Psychology Department website is <http://www.bc.edu/psychology/>.

For application materials or further information, direct inquiries to: Graduate School of Arts and Sciences, Admission Office, Boston College, McGuinn Hall 221, Chestnut Hill, MA 02467

Application materials may also be obtained through our website at <http://www.bc.edu/psychology/>.

Applicants should submit: Application forms A1 and A2,

- Official transcripts
- GRE and Psychology subject scores
- Three letters of recommendation
- Statement of research interests

Applications are accepted for fall term admissions only. The deadline for applications is January 2.

### Undergraduate Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at <http://www.bc.edu/courses/>.

#### PS 005 Application of Learning Theory (Fall/Spring: 3)

*Prerequisite:* Consent of Learning to Learn Program

**This course does not satisfy the Social Science Core requirement and does not provide credit toward completion of the Psychology major.**

The course is a practicum designed to provide students with strategies to improve their analytical thinking and performance in academic course work. The course presents methods based on research in the psychology of learning. Practice in thinking skills is supplemented with related theoretical readings. Because of federal funding restrictions, course enrollment is limited to students who meet federal guidelines for the program.

*Daniel Bunch*

*Dacia Gentilella*

*Rossana Contreras*

#### PS 009 Apprenticeship in Teaching (Fall/Spring: 3)

*The Department*

#### PS 011 Psychobiology of Mental Disorders (Fall/Spring: 3)

**Satisfies Social Sciences Core Requirement**

**This course will satisfy the Social Science Core requirement but does not provide credit toward completion of the Psychology Major.**

Abnormal behaviors characteristic of mental disorders are discussed with respect to psychological and biological origins and treatments. Topics include theoretical approaches, such as cognitive science and neuroscience; brain mechanisms that regulate behaviors associated with mental disorders such as schizophrenia and Alzheimer's disease; interactive effects of genetic predispositions and environmental stresses in the cause of mental disorders; treatment of mental disorders by the use of biological methods, such as drug therapy, and psychological techniques, such as behavior therapies; and the prevention of mental disorders by behavior modification, stress management, and life style.

*Joseph Tecce*

#### PS 021 Psychology of Art and Creativity (Fall: 3)

**Satisfies Social Sciences Core Requirement**

**This course will satisfy the Social Science Core requirement but does not provide credit toward completion of the Psychology Major.**

This course examines how five major fields of psychology have approached the study of art and creativity: clinical/personality psychology, social psychology, neuropsychology, cognitive psychology, and developmental psychology. Thus, this course provides an overview of different areas of psychology as well as an examination of how each of these areas has studied art and creativity. The course focuses on the psychological processes involved in both the creation of and response to art: how these processes operate in the normal adult, how they develop in the child, and how they break down under conditions of psychosis and brain-damage.

*Ellen Winner*

#### PS 045 Fundamentals of Humanistic Psychology (Fall: 3)

**This course will satisfy the Social Science Core requirement but does not provide credit toward completion of the Psychology Major.**

An overview of the philosophical and psychological roots of humanistic psychology together with a critical examination of the theories and research of its chief representatives: Rollo May, Abraham Maslow, David Bakan, Carl Rogers, and Robert Assagioli.

*David Smith*

#### PS 110 Introductory Psychology I (Fall/Spring: 3)

**This course does not satisfy the Social Science Core.**

This is one of a two-course introductory sequence required for Psychology majors. The course is concerned with the biological (genet-

ic, evolutionary, and physiological) bases of behavior and with the attempt to characterize in physiological and cognitive terms the underpinnings of human motivation, emotion, sensation, and thought.  
*The Department*

**PS 111 Introductory Psychology II (Fall/Spring: 3)**

This course does not satisfy the Social Science Core.

This is the second of a two-course introductory sequence required for Psychology majors. It can be taken without having taken PS 110. However, taking PS 110 before PS 111 is preferred. This course introduces students to the basic questions, perspectives, and methods that characterize the fields of developmental, social, cultural, personality, and clinical psychology.

*Donnah Canavan*

**PS 120 Introduction to Behavioral Statistics and Research I (Fall: 3)**

This course is the first in a two-semester sequence surveying research methodologies and statistical procedures used in psychological research. The course will integrate common methodologies with appropriate statistical tests so that students will learn both how to use statistics in an applied context and how to do methodologically sound research. In this course students will be introduced to topics such as self-report, observational, and survey methodologies; psychological measurement and test construction; descriptive statistics; probability; and correlation and regression. The course includes web-based modules that are accessed over the Internet.

*The Department*

**PS 121 Introduction to Behavioral Statistics and Research II (Spring: 3)**

*Prerequisite:* PS 120

This course is organized similarly to PS 120, but with a focus on inferential statistics and experimental design. Students will be introduced to research methodologies used in experimental psychology and to inferential statistics, including topics such as probability, hypothesis testing, theoretical sampling distributions, and experimental and quasi-experimental design. The course includes web-based modules that are accessed over the Internet.

*The Department*

**PS 125 Introduction to Feminisms (Fall/Spring: 3)**

**Cross Listed with EN 125, HS 148, SC 225**

See course description in the History Department.

*Ellen G. Friedman*

**PS 206 Independent Study (Fall/Spring: 3)**

This course offers students the opportunity to study a topic of personal interest, working independently under the supervision of a faculty member of his/her choice within the Department. The instructor, working with the student, decides on the nature of readings and related activities involved as well as the precise form of scholarly work required.

*The Department*

**PS 241 Social Psychology (Fall/Spring: 3)**

*Prerequisite:* PS 111

This course examines how people act and react to other people and how they think about and respond to their social experience. Included are such topics as social interaction and influences, attitudes and attributions, aggression and altruism, cooperation and conflict. Emphasis is placed on both theoretical and applied issues.

*Tamlin Conner*

*Linda Tropp*

**PS 242 Personality Theories (Fall/Spring: 3)**

*Prerequisite:* PS 111

This course introduces students to a variety of theoretical approaches to the understanding of character and personality.

*Donnah Canavan*

*Jim Russell*

**PS 254 Cultural Psychology (Fall: 3)**

*Prerequisites:* PS 111 for psychology majors, for non-majors, permission of the instructor

**Satisfies Cultural Diversity Core Requirement**

**Formerly PS 145**

The goal of this course is to examine the influence of culture and social structure on human thought, personality development, and social behavior. Topics to be covered include: the impact of culture on perception and cognition; cultural differences in cognitive and socioemotional development; culture and the experience and expression of emotions; conceptions of the self across cultures; cross-cultural differences in gender roles; language, ethnicity, and religion as bases for social identity; and the politics of the self-other relationship in multicultural societies.

*Ali Banuazizi*

**PS 260 Developmental Psychology (Fall/Spring: 3)**

*Prerequisite:* PS 111

This course is an introduction to developmental psychology. The course examines topics in personality, social, and cognitive development.

*Michael Moore*

**PS 264 Abnormal Psychology (Fall/Spring: 3)**

*Prerequisite:* PS 111

This course provides an introduction to the field of abnormal psychology. Major topics include theoretical and empirical approaches to the study of psychopathology; assessment and diagnosis of abnormality; and psychological, behavioral, biological, and sociocultural characteristics of the major syndromes of psychopathology. Legal and ethical issues and current approaches to the treatment and prevention of psychological disorders will also be discussed.

*Ramsay Liem*

*Karen Rosen*

**PS 271 Sensory Psychology (Fall: 3)**

*Prerequisite:* PS 110

Visual, auditory, and haptic (touch) perception will be considered from a sensory or receptor-function level of analysis. The nature of different physical energies as well as the physiology of the eyes, ears, and limbs will be discussed as major topics. Lectures will be supplemented with demonstrations and experiments.

*Randolph Easton*

**PS 272 Cognitive Psychology (Fall: 3)**

*Prerequisite:* PS 110

This course introduces the scientific study of mental function from an information processing perspective, by examining how information from the environment is processed and transformed by the mind to control complex human behavior. Specific topics of discussion may vary by section, but generally include the history of cognitive psychology, cognitive neuroscience, attention and consciousness, models of knowledge representation, short-term and long-term memory systems, language, problem solving and decision making, and cognitive development.

*Michael Moore*

*Jeanne Sholl*

**PS 274 Perception (Spring: 3)**

*Prerequisite:* PS 110. PS 271 is recommended.

The goal of this course is to account for the nature of our conscious perceptual experience of the environment. Two major approaches to perceptual theory—Helmholtzian constructive inference and Gibsonian direct detection—will be contrasted as we consider major perceptual phenomena. Topics in visual perception will be emphasized and will include perceptual constancy, perceptual ambiguity, perceptual illusion, intersensory integration, and the distinction between perception and mental imagery. In addition, a developmental approach to understanding perception will be stressed in later stages of the course.

*The Department*

**PS 285 Behavioral Neuroscience (Fall: 3)**

*Prerequisites:* PS 110, BI 110-112, or BI 200-202

This course presents an introduction to the physiological basis of behavior. Basic neuroanatomy and neurophysiology are presented and the following topics are then discussed: neuropharmacology, psychopharmacology, and the biological bases of mental illness; brain mechanisms of reward and reinforcement; hormones and behavior; an introduction to the development of the nervous system; brain mechanisms of learning and memory; and brain mechanisms of emotion.

*Michael Numan*

**PS 287 Learning and Motivation (Fall/Spring: 3)**

This course examines fundamentals of learning theory. We will examine principles of classical and instrumental learning in animals and will discuss the human application of these principles in the home, classroom and clinical settings. Do animals simply acquire stimulus-response tendencies or do they have expectations and cognitions? How would we ask this experimentally? Finally, we will discuss recent findings regarding the brain mechanisms underlying simple learning.

*Jon Horvitz*

**PS 300 Children of Color (Spring: 3)**

*Prerequisite:* PS 260

**Enrollment will be restricted to juniors, seniors and graduate students.**

This class will focus on the development of children of color. We will examine children of color primarily in the United States, including African American, Asian American, Hispanic and Native American groups. We will also review available research on children of color in other countries. We will cover children's lives from conception through adolescence, with an emphasis on ethnicity and related status variables, such as socioeconomic status and gender, as important contexts for children's growth and development.

*Diane Scott-Jones*

**PS 340 Prejudice and Intergroup Relations (Spring: 3)**

*Prerequisite:* PS 241

This course introduces students to theories of prejudice and intergroup relations, with a strong emphasis on applying these theories to the multi-ethnic context of the United States. The course begins with an overview of key issues in the study of intergroup relations, with references to the experiences of many native and immigrant groups in the United States. We will then review classic and contemporary theory and research on prejudice and intergroup relations, with special attention to examples from social psychology. At the end of the course, we will focus on applications of such theory and research to social issues.

*Linda Tropp*

**PS 344 Psychology of Gender (Fall/Spring: 3)**

*Prerequisite:* PS 241 or 254

This course involves a multi-faceted and critical look at how gender shapes identities, beliefs, and behavior. Rather than concentrating on questions of sex differences, we will explore how females and males do gender in their everyday lives. We will review competing theoretical models and scrutinize empirical findings that support and fail to support common sense ideas about gender. Topics include a number of controversial issues such as violence in intimate relationships, sexual orientation, media constructions of femininity and masculinity, ethnic/racial/cultural critiques of feminist psychology, and gender harassment.

*Judy Dempewolf*

**PS 353 Culture and Emotions (Spring: 3)**

*Prerequisite:* Any course at 200 level with permission

The course is devoted to major psychological perspectives on emotion (such as cognitive and social psychological) both historic and contemporary, with an emphasis on how culture enters into the theory. The second part of the course focuses on ethnographies and other evidence on the possible roles of culture in emotion. Specific topics to be covered include universal recognition of emotion from facial expression, role of language in emotion, feeling rules, emotion scripts, and the development of children's understanding of emotion.

*James Russell*

**PS 354 Culture, Identity, and Asian American Experience (Spring: 3)**

*Prerequisite:* PS 254 or permission of the instructor

**Satisfies Cultural Diversity Core Requirement**

**This course is a requirement for the Asian American Studies Concentration.**

This course explores concepts of the self and ethnic identity as shaped by culture and history as well as individual life experience and development. It focuses on the contemporary and historical experience of Asian Americans and employs psychological, historical, and literary texts. Students are also introduced to current social issues of particular relevance to Asian American communities. Students conduct semester-long term projects on topics of special interest and are expected to be active contributors to seminar discussions.

*Ramsay Liem*

**PS 360 Clinical Psychology (Fall: 3)**

*Prerequisite:* PS 264

Issues associated with the treatment of psychological disorders will be examined. The concepts of normality and pathology will be discussed in the context of various models of intervention. Several different schools of psychotherapy will be covered, with an emphasis on the theoretical assumptions and practical applications of each perspective. Studies on the effectiveness of psychotherapy will be reviewed. The clinical training and professional practices of psychologists will be discussed.

*Karen Rosen*

**PS 361 Developmental Psychopathology (Spring: 3)**

*Prerequisite:* PS 260

This course will provide an introduction to the field of developmental psychopathology. This is an area of psychology that combines the topics of developmental and abnormal psychology in order to facilitate an understanding of maladaptive behavior within a developmental framework. Course material will emphasize how aspects of development bear upon the subsequent adaptation of an individual, and will generate an appreciation of normal and pathological behavior in the

context of the individual, his or her developmental history, and current conditions. Examples of specific topics include the developmental impact of parent-child attachment, child maltreatment, peer relationships, and resilience in development.

*Amy Tishelman*

**PS 364 Interpersonal Violence (Spring: 3)**

*Prerequisite:* PS 241 or PS 242

This course will review research, assessment, treatment, and current controversies in the area of family violence, focusing on child sexual abuse, child physical abuse, and spousal abuse. The course will consist of a combination of a lecture and class discussion of the issues, including those related to memories of abuse, identification of abuse, and the legal, psychological, and social ramifications of extracting women and children from abusive homes.

*Amy Tishelman*

**PS 365 Adolescent Development (Fall: 3)**

*Prerequisite:* PS 260

This course explores the physical, cognitive, social, and emotional changes that occur during adolescence. The role of family, peers, and school will be addressed. The course will also examine employment and career development and growth during the college years. Attention will be given to cohort effects and to the role of gender, socioeconomic status, and ethnic background.

*Diane Scott-Jones*

**PS 366 Making It Work: Social and Emotional Development (Spring: 3)**

*Karen Rosen*

**PS 367 Stress and Behavior (Spring: 3)**

*Prerequisite:* PS 264

This course provides a description and evaluation of theory, methodology, and research in the field of stress as it relates to behavior. Discussions will include psychological, social, and physiological determinants and effects of stress as well as methods of stress control, particularly behavioral strategies. Students will discuss and write about personal stresses.

*Joseph Tecce*

**PS 373 Spatial Cognition (Spring: 3)**

In this course, we will explore the mind/brain systems that support human (and where appropriate non-human animal) interactions with different scales of space—figural (or object), vista (room-sized) and environmental. Topics will be reviewed from cognitive, neuroscientific, psychometric, and developmental perspectives, and will include: spatial working memory, sex-related differences in spatial ability, sense of direction, cognitive maps, spatial reference systems, spatial navigation.

*Jeanne Sholl*

**PS 377 Psycholinguistics (Fall: 3)**

*Prerequisites:* PS 272, PS 254

This course explores classic issues in the interface of language and mind. Topics include language acquisition (both by children and by adults); the psychological reality of generative grammars; versions of the innateness hypothesis; speech production, perception, and processing; and the question of whether animals other than humans communicate through language.

*Julia Fisher*

**PS 383 Neurobiological Basis of Learning (Spring: 3)**

*Prerequisites:* Permission from Professor Horvitz

What is the role of brain dopamine in learning? Is the widely held view that dopamine underlies pleasure correct? Students will read over 20 journal articles from a diverse, sometimes conflicting literature, and will develop their own views regarding dopamine function. While students will become well-versed in the area of dopamine, learning and behavior, the course is designed primarily as an intellectual exercise in the analysis and conceptualization of neuroscience data. This course is for motivated students who will take an active part in probing and discussing the role of dopamine in reward, learning, and/or other possible functions.

*Jon Horvitz*

**PS 386 Psychopharmacology: Behavior, Performance, and Brain Function (Fall: 3)**

*Prerequisites:* PS 264, PS 285 or PS 287

This course explores Psychopharmacology, the science of drugs and behavior. We will discuss synaptic neurochemistry associated with a number of specific mechanisms of drug action and outline brain circuits which mediate drug actions such as reward. Major classes of psychotropic drugs will be introduced including both drugs of abuse and psychotherapeutic agents used in the treatment of mood disorders and psychosis.

*Stephen Heinrichs*

**PS 387 Developmental Psychobiology (Fall: 3)**

*Prerequisite:* PS 285 or PS 286

This course will examine the interaction among genetic and environmental influences on the development of the nervous system and behavior. A multi-level analysis will be emphasized, ranging from cellular control of gene expression during development to complex behavioral phenomena.

*Marilee P. Ogren-Balkema*

**PS 388 Eating Disorders (Spring: 3)**

*Prerequisite:* PS 264 or PS 285

This course provides an introduction to the psychobiology of eating disorders from both pre-clinical and clinical perspectives. We will first provide a clinical and sociocultural overview of disturbed eating behavior in psychiatric disorders. A section on the topic of development and application of animal models to clinical eating disorders will focus on conditioned, metabolic and ecological factors that allow meaningful modeling of eating disorders in animals. Neural, behavioral and orosensory mechanisms of hunger, starvation and obesity will be presented. The psychology of personal body image, self-regulation failure and affect will be discussed.

*Stephen Heinrichs*

**PS 389 Hormones and Behavior (Spring: 3)**

*Prerequisite:* PS 285

This course discusses the relationships between hormones, brain function, and behavior. Topics include: molecular mechanisms of hormone action; the endocrine stress response and its relationship to emotions and pathology; hormonal regulation of food intake and energy balance and its relationship to eating disorders; neural and hormonal basis of sexual and parental behaviors; circadian rhythms and seasonal breeding; ecological constraints on reproduction; the effects of hormones on nervous system development and behavior.

*Michael Numan*

**PS 399 Scholar of the College (Fall/Spring: 6)***Ellen Winner***PS 430 Research Practicum in the Psychology of Emotion (Fall: 3)***Prerequisite:* PS 120 PS 121**For majors only**

Students achieve an understanding of research and emotion through hands-on experience in designing and conducting a study, analyzing the results, and preparing a report. Research focuses on a selected topic within the psychology of emotion.

*Eliza Bliss-Moreau***PS 440 Seminar in Positive Psychology (Spring: 3)***Prerequisite:* PS 121, and either PS 241 or PS 242

This advanced undergraduate seminar reflects a new direction in psychology that focuses on topics that emphasize people's positive characteristics and processes. Characteristics that will be studied include happiness, kindness, generosity, love and gratitude. Growth, healing, relatedness and curiosity are among the processes that will be examined. The course will also address the antecedents and consequences of positive social situations such as peace, solidarity, and massive public responses to catastrophes like 9/11.

*Donnah Canavan***PS 446 Social Cognition (Spring: 3)***Prerequisite:* PS 241

This course explores contemporary research in social cognition. Topics include the structure of the mind, social inference, automaticity and control in social behavior, implicit and explicit attitudes, the self, and consciousness. Special attention will be paid to the methods of social cognition (e.g., subliminal priming; implicit associations tests) as well as the role of non-conscious processes how people think, feel, and behave towards others.

*Tamlin Conner***PS 447 Individual Differences and Social Behavior (Fall: 3)***Prerequisites:* PS 111, PS 120/121, PS 241 or PS 242

This course will study a series of individual differences or personality variables such as narcissism, self-esteem, defensive styles, fear of success/self defeat, and the big five. Each of these personality variables will be studied in a framework that focuses on the context of development as well as the traits and behaviors which are consequences (and correlates) of these personality variables. While the social context (of development) will be emphasized, the biological and cultural contexts will also be presented. Issues surrounding measurement and change in these variables will also be discussed.

*Donnah Canavan***PS 460 Clinical Fieldwork in Psychology (Fall: 3)***Prerequisites:* PS 360 or PS 363 and permission of the instructor

This course will provide students with an opportunity to integrate theoretical and empirical work in clinical psychology with the real-life experience of working in a clinical setting. Students will select, together with the professor, a field placement (e.g., hospital, community clinic, day treatment center, shelter, emergency hot line, preschool classroom, prison). Students' work in the field will involve at least five hours per week with a minimum of biweekly, on-site supervision. Weekly class meetings will focus on the discussion of issues relevant to the direct application of mental health services to child, adolescent, and adult patients.

*Karen Rosen***PS 461 Research Practicum in Developmental Psychology (Fall: 3)***Prerequisite:* PS 120 and PS 260**For majors only**

This course will examine human resiliency from a developmental psychology perspective. We will explore why some individuals are able to maintain or regain high levels of well-being in the face of life challenges and transitions and how resilience is shaped by individual differences, e.g. personality and self-concept, as well as by broad social structural factors (age, gender, socioeconomic status, race, culture). The course is designed to guide students in conducting their own research. Students will be responsible for writing a research proposal, collecting original data and writing up their results in the form of a research report.

*Amy Love Collins***PS 466 Current Issues in Developmental Psychology (Spring: 3)***Prerequisite:* PS 260**Recommended for juniors and seniors.**

An intensive analysis of issues in developmental psychology, including infancy, motivation, and cognition. This seminar will focus on recent research findings as a source for understanding human development. The student will be responsible for a class presentation in an area of his/her choice.

*Michael Moore***PS 490 Senior Thesis I (Fall: 3)**

Students may elect to write a thesis during the senior year. In most cases, the thesis involves original empirical research, although theoretical papers may be permitted in exceptional instances. Students must obtain the consent of a faculty member to serve as thesis advisor. Students who choose to write a thesis are encouraged to take an Independent Study with a prospective thesis advisor during the junior year to develop a thesis proposal.

*The Department***PS 491 Senior Thesis II (Spring: 3)**

This is a continuation of PS 490. Students writing a thesis may take only a one-semester thesis course, or they may take a two-semester sequence, PS 490 and PS 491.

*The Department***PS 495 Senior Honors Thesis I (Fall: 3)**

For students in the Honors Program writing a thesis. All Honors Program students write a thesis during the senior year. In most cases, the thesis involves original empirical research, although theoretical papers may be permitted in exceptional instances. Honors students are encouraged to take an Independent Study with a prospective thesis advisor during the junior year, to develop a thesis proposal. The designation "Graduated with Departmental Honors" will be granted by the Honors Program Committee upon successful completion of the Honors Program requirements and the final evaluation of the thesis.

*The Department***PS 496 Senior Honors Thesis II (Spring: 3)**

Continuation of PS 495.

*The Department***PS 499 Honors Seminar (Spring: 3)***James Russell*

**Undergraduate and Graduate Course Offerings****PS 390 Psychology and Law (Fall/Spring: 3)**

*Prerequisite:* Either PS 241 or PS 264

Understanding the relationship between law and psychology in the U.S. is integral to both disciplines. Both the law and psychology affect, and are affected by each other as well as other disciplines. The relationship has been and continues to be an evolutionary one. This course shall explore the law-psychology relationship through readings and cases. Complex issues with no easy solutions will challenge students. Just some of the topics to be covered will be jury selection and psychology, expert witnesses, eyewitnesses, and the use of scientific evidence.

*Marie D. Natoli*

**PS 531 Social Psychology of Human Emotion (Spring: 3)**

*Prerequisite:* At least a 300-level course in psychology and permission of instructor

This seminar examines human emotion from a social psychological perspective. Topics include the role of social context in the perception of emotion in self and others, the role of cognitive and attentional processes in the elicitation of emotion (including Schachter and Singer's two-factor theory), theories of emotional consciousness, and psychophysiological indicators of emotion.

*Lisa Feldman Barrett*

**PS 544 Identity, Group Membership, and Intergroup Relations (Spring: 3)**

*Prerequisite:* PS 241 or permission of the instructor for undergraduate students

This advanced seminar is designed for graduate students to engage in discussion and analysis of research on identity, group membership, and intergroup relations. Students will become acquainted with a range of theoretical perspectives both classic and contemporary regarding how personal and social identities contribute to individuals' self-concepts. We will also examine the role that group membership plays in how we perceive and evaluate members of our own group and other groups. In addition, we will consider how conditions of the social context may enhance or inhibit intergroup biases, and how best to promote positive relations across group boundaries.

*Linda Tropp*

**PS 545 Affective Neuroscience (Fall: 3)**

*Prerequisite:* PS 285 or PS 241 or PS 242

Until recently, psychologists assumed that emotions are discrete, natural kinds that are defined by distinct biological systems. This course tests this assumption. Students have the opportunity to integrate biological and psychological aspects of emotion within a common conceptual framework by mapping theories about emotion-related computations taken from the personality and social psychology literature onto findings from the neuroscience literatures. Students gain a thorough familiarity with current emotion theory as well as recent developments in cognitive and behavioral neuroscience approaches to emotion. By the end of the course, students have constructed a functional neuroarchitecture for the emotion generation process.

*Lisa Feldman Barrett*

**PS 550 Advanced Topics in Cultural Psychology (Fall: 3)**

*Prerequisites:* PS 254, PS 241, or PS 242, graduate students, permission of the instructor

**Satisfies Cultural Diversity Core Requirement**

This seminar reviews the major conceptual and methodological issues in the emerging field of cultural psychology, the study of the role of culture in the mental life and actions of human beings. The topics include: cognition, cognitive development, emotions, the self, gender roles, ethnic identity, intergroup conflict, and social change all of which will be considered in relationship to different Western and non-Western cultural contexts. In the case of each topic, the extent to which psychological processes, at both individual and collective levels, develop and are influenced by specific sociocultural environments will be a principal focus of analysis.

*Ali Banuazizi*

**PS 551 Seminar in Cultural Context of Child Development (Spring: 3)**

*Prerequisite:* PS 254 or PS 260

**Satisfies Cultural Diversity Core Requirement**

This course examines the developing child from a cultural perspective. Topics related to the role sociocultural features play in arranging the daily lives of children, and how children appropriate the skills and competencies needed to be functioning members of their community will be examined. The underlying perspective is that knowledge emerges by active participation in day-to-day routines of the community. Topics for discussion include parenting and parental beliefs, gender-role, sibling and peer relationships, psycholinguistics, everyday cognition, and education and the transmission of knowledge.

*Gilda Morelli*

**PS 560 Advanced Topics in Developmental Psychology (Fall: 3)**

*Prerequisites:* PS 260, graduate students, permission of the instructor

This seminar explores major theories and issues in developmental psychology, with an emphasis on cognitive development. The course examines Piagetian, Neo-Piagetian, information-processing, Vygotskian, and nativist theories, and considers some of their educational implications.

*Ellen Winner*

**PS 561 Seminar in Social and Emotional Development (Spring: 3)**

*Prerequisite:* PS 260

In this seminar, we will explore qualitative changes that occur in social and emotional functioning from birth through adolescence. We will examine normative trends and individual differences in the development of attachment relationships, peer relations, self-control, aggression, sex-typed behaviors, empathy and prosocial behavior, and morality. Contemporary issues such as the effects of day care, dual-career couples, divorce and single parenthood will be discussed. We will consider the social context within which children live and grow and explore the role of mothers and fathers, siblings, peers, and schools in the developmental process.

*Karen Rosen*

**PS 565 Human Development and Social Policy (Spring: 3)**

*Prerequisite:* PS 254 or PS 260

**Enrollment will be restricted to juniors, seniors and graduate students.**

Knowledge of human development can inform social policy. The social policies of our nation profoundly influence the developmental contexts individuals experience. This course is an exploration of select-

ed topics that have both a human development and a social policy component. We will begin with a general discussion of the interrelationships between social policy and theories and research in human development. We will then cover six major areas: family structure; education and the structure of schools; mass media; computer technologies; reproductive technologies; and eating and nutrition. For each topic, we will examine both relevant research and current policies.

*Diane Scott-Jones*

**PS 570 Advanced Topics in Cognitive Neuroscience (Spring: 3)**

*Prerequisite:* PS 272 or PS 274 or PS 285

In this seminar, information processing, evolutionary, and neuroscientific perspectives are applied to the study of the human mind. Following an introduction to major theoretical approaches to the study of mind, topics related to the mind/brain systems underlying of visual-spatial perception, learning and memory, language, consciousness, and intelligence will be explored.

*Jeanne Sholl*

**PS 572 Neuroscience I (Fall: 3)**

*Prerequisites:* For undergraduates BI 304-305 or PS 285

**Cross Listed with BI 572**

See course description in the Biology Department.

**PS 573 Neuroscience II (Spring: 3)**

*Prerequisite:* For undergraduates BI/PS 572 or BI 304-305, or PS 285

**Cross Listed with BI 573**

A continuation of Neuroscience I. Topics covered in the second semester include the following: motor systems; neurobiology of motivation and emotion; neurobiology of learning and memory; cognitive neuroscience.

*Jon Horvitz*

*Michael Numan*

**PS 590 History of Psychology (Spring: 3)**

*Prerequisites:* For undergraduates, at least one 300-level course in Psychology, graduate students, permission of the instructor

**Formerly PS 334/PS 621**

This course offers a survey of the philosophical roots and development of psychological thought from the Grecian and Medieval periods to the present. Topics will include the following: classical doctrines of human nature in early Greek philosophy; emergence of science in the post-Renaissance period and the contributions of Descartes, Locke, British Empiricists and Associationists to the evolution of psychological theory; review of major developments including Darwin's evolutionary theory in the nineteenth century; the emergence of psychology as an independent discipline in Germany and the United States; the rise and demise of the major schools in psychology, Structuralism, Functionalism, Gestalt, Behaviorism, and Psychoanalysis.

*Ali Banuazizi*

**PS 600 Introduction to Social Work (Fall/Spring: 3)**

**Cross Listed with SC 378, SW 600**

See course description in the Graduate School of Social Work.

*The Department*

**PS 721 Human Behavior and the Social Environment (Fall: 3)**

**Cross Listed with SW 721**

See course description in the Graduate School of Social Work.

*The Department*

## Graduate Course Offerings

**PS 606 Experimental Design and Statistics (Fall: 3)**

*Prerequisite:* An undergraduate course in statistics

This course focuses primarily on the design of research experiments and the inferential statistics used to assess their results. Analysis of variance techniques that assess the main and interactive effects of multiple independent variables on single dependent variables will be emphasized.

*Randolph D. Easton*

**PS 625 Graduate Independent Study (Fall/Spring: 3)**

*Norman H. Berkowitz*

**PS 640 Research Workshop in Social Psychology I (Fall: 3)**

Graduate students and faculty in the field of Social Psychology discuss ongoing research; students in the Honors Program may attend with permission of the instructor.

*Norman Berkowitz*

*Donnah Canavan*

**PS 641 Research Workshop in Social Psychology II (Spring: 3)**

Continuation of PS 640.

*Norman Berkowitz*

*Donnah Canavan*

**PS 646 Research Workshop in Emotion, Gender, and the Self I (Fall: 3)**

Graduate students and faculty in the field of Social Psychology who have a special interest in emotion, gender, and the self discuss ongoing research; students in the Honors Program may attend with permission of the instructor.

*Lisa Feldman Barrett*

**PS 647 Research Workshop in Emotion, Gender, and the Self II (Spring: 3)**

Continuation of PS 646.

*Lisa Feldman Barrett*

**PS 654 Research Workshop in Cultural Psychology I (Fall: 3)**

Graduate students and faculty in the field of Cultural Psychology discuss ongoing research; students in the Honors Program may attend with permission of the instructor.

*Ali Banuazizi*

*Ramsay Liem*

*Gilda Morelli*

**PS 655 Research Workshop in Cultural Psychology II (Spring: 3)**

Continuation of PS 654

*Ali Banuazizi*

*Ramsay Liem*

*Gilda Morelli*

**PS 660 Research Workshop in Developmental Psychology I (Fall: 3)**

Graduate students and faculty in the field of Developmental Psychology discuss ongoing research; students in the Honors Program may attend with permission of the instructor.

*Gilda Morelli*

*Karen Rosen*

*Ellen Winner*

**PS 661 Research Workshop in Developmental Psychology II (Spring: 3)**

Continuation of PS 660.

*Gilda Morelli*

*Karen Rosen*

*Ellen Winner*

**PS 672 Research Workshop in Cognition and Perception I (Fall: 3)**

Graduate students and faculty in the field of Cognition and Perception discuss ongoing research; students in the Honors Program may attend with permission of the instructor.

*Hiram Brownell*

*Randolph Easton*

*Jeanne Sholl*

**PS 673 Research Workshop in Cognition and Perception II (Spring: 3)**

Continuation of PS 672.

*Hiram Brownell*

*Randolph Easton*

*Jeanne Sholl*

**PS 686 Behavioral Neuroscience I (Fall: 3)**

Graduate students and faculty in the field of Biological Psychology discuss ongoing research; students in the Honors Program may attend with permission of the instructor.

*Michael Numan*

**PS 687 Behavioral Neuroscience II (Spring: 3)**

Continuation of PS 686.

*Michael Numan*

**PS 691 Professional Development Workshop I (Fall: 1)**

Graduate students meet once a month to discuss issues related to professional development in academic and non-academic settings.

*Lisa Feldman Barrett*

*Ellen Winner*

**PS 692 Professional Development Workshop II (Spring: 1)**

Continuation of PS 691.

*Lisa Feldman Barrett*

*Ellen Winner*

**PS 998 Doctoral Comprehensive (Fall/Spring: 1)**

A 1-credit, tuition-based course for students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculated student for the one or two semesters used to prepare for the Comprehensive. This course is non-graded.

*The Department*

**PS 999 Doctoral Continuation (Fall/Spring: 1)**

A 1-credit, tuition-based course for all students who have been admitted to Ph.D. candidacy. Students are required to register and pay the tuition for Doctoral Continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation. This course is non-graded.

*The Department*

**Institute of Religious Education and Pastoral Ministry (IREPM)****Faculty**

**Thomas Groome**, *Professor of Theology and Religious Education and Director of IREPM*; B.A. equiv., M.Div. equiv., St. Patrick's Seminary, Ireland; A.M., Fordham University; Ed.D., Union Theological Seminary, Columbia University

**Sandra Hurley**, *Associate Director for Administration*; B.A., M.A., Boston College

**Jennifer Bader**, *Associate Director for Academic Affairs and Adjunct Assistant Professor of Theology*; B.A., University of California, San Diego; M.T.S., Boston University; Ph.D., The Catholic University of America

**Nancy Pineda-Madrid**, *Assistant Professor of Theology and Latino/a Ministry*; B.B.A., Loyola Marymount University, Richmond College; M.Div., Seattle University; Ph.D., Graduate Theological Union

**Jane Regan**, *Associate Professor of Theology and Religious Education*; B.A., University of North Carolina, Charlotte; M.A., Fordham University; Ph.D., The Catholic University of America

**John Shea, OSA**, *Visiting Associate Professor, Theology and Pastoral Care*; B.A., Villanova University; M.A., Augustinian College; M.A., Catholic University of America; M.P.S., Institute of Pastoral Studies; M.S.W., Fordham University; Ph.D., University of Ottawa

**Colleen M. Griffith**, *Faculty Director of Spirituality Studies and Adjunct Assistant Professor of Theology*; B.A., St. Joseph's College; Th.D., Harvard University

**Jean Remillard**, *Assistant Director of Continuing Education*; B.A., Bridgewater State College; M.A., Boston College

**John Konicek, S.J.**, *Assistant Director of Liturgical, Spiritual, and Community Life*; B.S., Southern Methodist University; M.Div., S.T.L., Jesuit School of Theology at Berkeley

**Contacts**

- Administrative Coordinator and Summer Faculty/Student Coordinator: Maura Colleary, 617-552-8443, colleary@bc.edu
- Assistant Director, Student Services: Donna DeRosa, 617-552-8441, derosado@bc.edu
- Assistant Director, IREPM: Christine Kowalcky, 617-552-4075, christine.kowalcky.1@bc.edu
- Staff and Continuing Education Assistant: Maureen Lamb, 617-552-8057, lambmb@bc.edu
- Staff and Student Services Assistant: Mary Magennis, 617-552-8440, magennim@bc.edu
- Website: <http://www.bc.edu/irepm/>

**Graduate Program Description**

The Institute of Religious Education and Pastoral Ministry (IREPM) at Boston College is one of the largest graduate facilities in North America that is dedicated primarily to educating women and men for academic and professional competence in religious education and pastoral ministry. The IREPM offers the combined resources of the Theology Department, the Lynch School of Education, and its own core Religious Education and Pastoral Ministry faculty, plus the opportunity to cross-register for courses in any of the nine different theological schools in the Boston area that form the Boston Theological Institute. The programs of the IREPM are designed for the integration of academic and pastoral theology, personal experi-

ence, and practical ministerial skills. The IREPM offers a Master of Education in Religious Education (M.Ed.), a Master of Arts in Pastoral Ministry (M.A.), a Certificate of Advanced Educational Specialization (C.A.E.S.), and a Doctorate in Theology and Education (Ph.D.) as well as several dual degrees and certificates described as follows. For full guidelines for each program, contact IREPM (<http://www.bc.edu/irepm/>).

#### **Master of Education in Religious Education (M.Ed.)**

The core curriculum enables the student to integrate theological, biblical, and ethical studies with the perspectives and insights of contemporary educational theory and practice and the social sciences. This integration takes place in dialogue with the student's own spiritual and vocational formation and a supervised field placement. The M.Ed. in Religious Education normally requires 41 credit hours of course work for academic year students and 33 credit hours for summer students. Students coming in without a background in theology may be required to take an additional course. Written and oral presentations of a synthesis project are required. Students can choose to pursue the degree with or without a concentration. Those who declare a concentration can choose to specialize in either School Religion Teaching or Total Community Catechesis (parish religious education).

The M.Ed. is granted by the Lynch School of Education.

#### **Master of Arts in Pastoral Ministry (M.A.)**

A core set of theology and scripture courses is integrated with courses focused on various facets of pastoral ministry and a supervised field placement. Students can choose to pursue the degree with or without a concentration. Those who do not declare a concentration strive to develop a general understanding of the arts of ministry. Those who declare a concentration choose an area of special interest from among the following:

- Health Care Ministry
- Hispanic Ministry
- Liturgy and Worship
- Parish Nursing
- Pastoral Care
- Religious Education
- Social Justice/Social Ministry
- Spirituality
- Youth and Young Adult Faith

For the M.A. in Pastoral Ministry, 41 credit hours are ordinarily required for academic year students and 33 credit hours for summer students. Written and oral presentations of a synthesis project are required. Students with a background in theology may be required to complete one course in addition to these requirements.

The M.A. is granted by the Graduate School of Arts and Sciences.

#### **Dual Master of Arts in Pastoral Ministry (M.A.) and Master of Social Work (M.S.W.)**

This program enables students to study concurrently for the M.A. degree in Pastoral Ministry and the M.S.W. degree. The combined curriculum integrates the academic study of theology and social work with two supervised Field Education placements. Students enrolled full-time may expect to receive the two degrees in two or three years (the length of time will be less if students take summer courses in Pastoral Ministry).

Prospective students must apply to and be accepted by both the Institute of Religious Education and Pastoral Ministry and the Graduate School of Social Work.

#### **Dual Master of Arts in Pastoral Ministry (M.A.) and Master of Arts in Counseling Psychology (M.A.)**

This program enables students to study concurrently for the M.A. in Pastoral Ministry and the M.A. in Counseling Psychology (Mental Health Counselor track). It prepares students to seek licensing as professional mental health counselors, while also providing a foundation for integrating pastoral ministry and counseling techniques. Students admitted to the program may expect to receive the M.A. in Pastoral Ministry and the M.A. in Counseling Psychology degrees in approximately three years of full-time study (less if students incorporate both summer and academic-year courses).

For the Pastoral Ministry degree, students can choose to concentrate in either Pastoral Care and Counseling or Spirituality Studies. Both tracks will prepare the student to be mental health counselors in religious or secular settings; the Spirituality Studies concentration will also prepare students to be spiritual directors.

Prospective students must apply to and be accepted by both the Institute of Religious Education and Pastoral Ministry and the Lynch School of Education. Contact each department for applications and further guidelines.

#### **Dual Master of Arts in Pastoral Ministry (M.A.) and Master of Education in Educational Administration (M.Ed.)**

This program combines theories and practice in educational administration with studies in theology and exploration of the pastoral dimensions of educational leadership. It provides pastoral/practical and theoretical foundations for addressing the operational and strategic issues of educational leadership. Students enrolled full-time can expect to complete the two degrees in two summers and two academic years or three academic years.

Prospective students must apply to and be accepted by both the IREPM and the Lynch School of Education.

#### **Dual Bachelor of Arts (B.A.) and Master of Education (M.Ed.) for Boston College Undergraduates**

Boston College undergraduates who may be interested in working in campus ministry in a high school or college, with youth in a parish, teaching religious education in primary or secondary schools and working in Church social services organizations such as Catholic Charities can apply in their junior year and, if accepted, begin taking graduate courses in their senior year. Those who do so would complete a Master's degree within five years after their entrance into Boston College as undergraduates.

#### **Dual Master of Arts in Pastoral Ministry (M.A.) and Master of Science in Nursing (M.S.)**

This program combines theories and practice in nursing with studies in theology and exploration of the pastoral dimensions of caregiving. It equips students for certification as an Advanced Practice Nurse, while also providing them with the theoretical foundations for integrating pastoral ministry and nursing. Students admitted to the program may expect to receive the M.A. in Pastoral Ministry and the M.S. in Nursing degrees in approximately three years of full-time study or less if students incorporate both summer and academic year courses. Prospective students must apply to and be accepted by both the IREPM and the Connell School of Nursing. Contact each department for applications and further guidelines.

### Certificate of Advanced Educational Specialization (C.A.E.S.)

Students who hold a Master's degree in theology, divinity, religious education or a closely related field, and who have at least three years of relevant professional experience, may apply for a program leading to the Certificate of Advanced Educational Specialization (C.A.E.S.).

Religious education courses are required. Other minimum core requirements are determined after evaluation of each student's academic background. C.A.E.S. students prepare written and oral presentations of a certification project on a subject of specialized ministerial or educational concern. Credit requirements for the C.A.E.S. are 36 credit hours for academic year students and 30 credit hours for summer students.

The C.A.E.S. is granted by the Lynch School of Education.

### Interdisciplinary Doctorate in Theology and Education (Ph.D.)

The IREPM coordinates the program of Doctoral Studies in Theology and Education offered by the Theology Department and the Lynch School of Education. Students with appropriate Master's degrees (e.g., in theology, religious studies, or religious education) are usually required to complete 50 hours of course work. In addition, doctoral students are expected to fulfill the foreign language requirement, pass comprehensive examinations, and submit and defend a dissertation.

A separate prospectus for this program is available from the Institute of Religious Education and Pastoral Ministry at <http://www.bc.edu/irepm/>. *Enrollment is highly selective.*

The Ph.D. is granted by the Graduate School of Arts and Sciences.

### Other Continuing Education Programs

The IREPM's Continuing Education Program presents workshops and study days on topics of interest to church ministers as well as to the general public. For the last two years and for 2005-2006, our Continuing Education program has been designed and offered in collaboration with Boston College's Church in the 21st Century Initiative. Persons interested in these offerings should contact the IREPM directly for further information.

### Undergraduate and Graduate Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at <http://www.bc.edu/courses/>.

#### TH 414 Contemporary Approaches to Religious Education (Spring: 3)

The concept "total community catechesis" builds on the recognition that it is the very life of the faith community and all its members and families that are both agent and participant in catechesis. This seminar examines both the theoretical foundations and the pastoral considerations that support effective catechesis for and by the total community.

*Jane E. Regan*

#### TH 767 Hispanic Ministry Seminar I: Theological Foundations (Fall: 3)

As the church in the United States becomes more multicultural, it becomes imperative that those preparing for ministry understand the different cultural contexts in which they will practice. This course is Part I of a year-long seminar designed for those in the Hispanic Ministry concentration but open to all IREPM and Theology Department students. Topics this semester include the methodology of contextual theology, ecclesiology, christology, the theology of Mary, the intersection between faith and culture and social justice. The aim of this course is to familiarize the student with the various elements of sys-

tematic theology, which they are studying in more depth in other courses, from the perspectives of the U.S. Hispanic/Latino/a Catholic context.

*Nancy Pineda-Madrid*

#### TH 768 Hispanic Ministry Seminar II: Pastoral Studies (Spring: 3)

As the church in the United States becomes more multicultural, it becomes imperative that those preparing for ministry understand the different cultural contexts in which they will practice. This course is Part II of a year-long seminar designed for those in the Hispanic Ministry concentration but open to all IREPM and Theology Department students. Topics this semester include religious education, liturgy, youth ministry, leadership in the Church, popular religiosity, spirituality, and ecumenism. The aim of this course is to draw upon the religious education, spirituality, and ministry courses that the student is taking at the IREPM and familiarize the student with the pedagogy, methodology, and cultural elements of ministry in U.S. Hispanic/Latino/a contexts and communities.

*Hosffman Ospino*

### Graduate Course Offerings

#### ED 830 Directed Research in Religious Education (Fall/Spring: 3)

Directed research courses are an opportunity for students to pursue special scholarly and pastoral interests for graduate credit with the aid of a faculty advisor. Only those studying for a degree may take directed research. Ordinarily only one such project may be undertaken in the course of a master's program. Subject matter and requirements must be designed with the professor and approved by the Institute's Associate Director for Academic Affairs.

*Thomas Groome*

*Jane E. Regan*

#### TH 530 Contextual Education: Supervised Ministry and Professional Development (Fall/Spring/Summer: 2)

Contextual Education is a 4-credit program over one academic year (September-May). Students register for Contextual Education during the Fall semester.

For summer students, Contextual Education is a two-unit course. Practicum sessions are taken in the first and second summers of study and the contextual education placement (10-12 hours per week for six weeks) is completed during the academic year in between those two summers. All students in their first summer of study should approach the Director of Contextual Education to discuss placement options.

*The Department*

#### TH 532 Basic Dimensions of Pastoral Care and Counseling (Fall: 3)

This course presents the dimension of faith as the distinguishing feature of pastoral care and counseling. It explores the importance of faith for the identity and role of the pastoral caregiver and for the therapeutic change that pastoral care and counseling can facilitate. In a context of human and religious development, this course outlines psychoanalytic, cognitive-behavioral, humanistic approaches to pastoral counseling as a ministry of the church. It also considers a number of issues that surface in pastoral counseling: therapeutic alliance, transference and counter-transference, ethics, boundaries, and multicultural perspectives, differences among psychotherapy, pastoral counseling, and spiritual direction and diagnosis and referral.

*John J. Shea, OSA*

**TH 538 Directed Research in Pastoral Ministry (Fall: 3)**

Directed research courses are an opportunity for students to pursue special scholarly and pastoral interests for graduate credit, with the aid of a faculty advisor. Only those studying for a degree may take directed research. Ordinarily only one such project may be undertaken in the course of a master's program. Subject matter and requirements must be designed with the professor and approved by the Institute's Associate Director for Academic Affairs.

*IREPM Faculty*

**TH 593 Fostering Faith Across the Life Cycle (Fall: 3)**

**Cross Listed with ED 673**

Religious educators and pastoral ministers attend with care to faith growth of the entire Christian community. Psychology and theology provide insights into the process of human maturing and faith development. This course draws on these resources to examine the way in which we can support the faith life for persons of faith at each point of the life cycle. Although the development of children and youth are examined, particular focus is given to points of transition within adulthood. What does it mean to be a person of faith as we mature through early, middle, and late adulthood?

*Jane E. Regan*

**TH 604 The Practice of Ministry with Youth and Young Adults: Voice, Vision and Vocation (Fall: 3)**

The aim of this course will be to explore elements critical to the effective practice of lay and ordained ecclesial ministry, with special attention paid to those who work with youth and young adults. Together we will explore the competencies and foundations (pastoral, theological and social psychological) undergirding the minister's work; become familiar with means for resourcing the empowerment of the minister; and propose strategies for sustaining one's vocation as minister.

*Theresa O'Keefe*

**TH 631 Vatican II: The Story of a Council and its Vision for the Church I (Spring: 1)**

**Offered Periodically**

**Spring Weekend Course, Jan 27-28, 2006. Fri 4-9 p.m., Sat 9-3 p.m. Students must take the first weekend and either or both of the second and third weekends.**

The Second Vatican council was arguably the most significant ecclesial event for Roman Catholicism in the last four centuries. Although "Vatican II" has become a staple of contemporary church language, few who invoke it seem to have really grasped what happened at that council and what its consequences are for the life of the church. We'll study the Second Vatican Council as both a seminal ecclesial event and as a source for a revitalized vision of the church for the third millennium. We'll consider various developments in the church during nineteenth and early twentieth centuries that prepared for the council.

*Richard Gaillardetz*

**TH 632 Vatican II: The Story of a Council and its Vision for the Church II (Spring: 1)**

**Offered Periodically**

**Spring Weekend Course, Feb 24-25, 2006. Fri 4-9 p.m., Sat 9-3 p.m. Students must take the first weekend and either or both of the second and third weekends.**

The Second Vatican Council was arguably the most significant ecclesial event for Roman Catholicism in the last four centuries. Vatican II: A New (Yet Old!) Ecclesiological Vision Emerges will explore the

complex history of the Dogmatic Constitution on the Church and examine the "Decree on the Bishop's Office," the "Decree on Priestly Ministry and Life" and, finally the "Decree on Ecumenism."

*Richard Gaillardetz*

**TH 644 Foundations of Theology: A Pastoral Perspective (Fall: 3)**

A graduate-level introduction, this course will provide an overview of contemporary Christian theology, introduce basic theological constructs, consider theological methods, and investigate the sources that contribute to the construction of theological positions. The course is designed to explore foundational concepts of God, Christ, the human, and the world from a pastoral perspective.

*Colleen Griffith*

**TH 644.01 Foundations of Theology: A Pastoral Perspective (Spring: 3)**

**Hybrid Course**

**The course will meet on campus 1/26, 2/9, 2/23, 3/16, 3/30, 4/20.**

This course is presented in an online/on-campus format. There will be six meetings on campus. In addition, students are expected to participate in online discussion guided by focus questions and based on course readings. A graduate level introduction, this course will provide an overview of contemporary Christian theology. It will probe the great questions, arising out of human experience, that provoke theological reflection and will explore theological themes such as the Triune God, Christ, revelation and faith, conversion and grace. We will be attentive in our investigation to theological methodology, how Scripture and Tradition shape theological discourse and are given normative expression in doctrine and dogma, and the pastoral and ecclesial contexts for doing theology.

*Barbara Radtke*

**TH 646 Vatican II: The Story of a Council and its Vision for the Church III (Spring: 1)**

**Offered Periodically**

**Spring Weekend Course, April 21-22, 2006. Fri 4-9 p.m., Sat 9-3 p.m. Students must take the first weekend and either or both of the second and third weekends.**

The Second Vatican Council was arguably the most significant ecclesial event for Roman Catholicism in the last four centuries. Vatican II: A Church Engages the World will reflect on the council's bold move beyond a centuries old "siege mentality" with special attention given to the vision of the "Pastoral Constitution on the Church in the Modern World Today," along with the "Decree on the Church's Missionary Activity," the "Declaration on Religious Liberty," and the "Declaration on the Church and Non-Christian Religions."

*Richard Gaillardetz*

**TH 647 Sacraments in the Life of the Church (Spring: 3)**

**Offered Periodically**

This course will offer an introduction to the sacramental life of the church from the point of view of pastoral practice. In the beginning few weeks we will focus on the foundational elements of Roman Catholic sacramental theology. In subsequent 2-3 week segments, various Theology/IREPM faculty will address the sacraments from their areas of expertise. These segments will include sacraments and religious education; sacraments and spirituality; sacraments and ethics; and sacraments and pastoral care. Throughout the course, students will further their experiential knowledge of the Church's sacraments by participating in the actual liturgical rites.

**TH 656 Psychological Resources for Ministry (Fall: 3)**

This course will examine some of the theoretical and practical contributions of the psychological sciences to the practice of ministry. Included will be an exploration of adult psychosexual organization (gender and sexual orientation) as it impacts the practice of ministry, as well as some consideration of the psychology of the healing process itself. The course will also explore some contemporary psychological images or paradigms of the person, the vocabulary and concept of psychological diagnosis, and the relevance of social science data and research methods in religion and spirituality. Finally, the course will explore what can be learned from psychology about the ministers' own emotional health (i.e. handling stress, burnout, and boundaries).

*John Allan Loftus, S.J.*

**TH 669 Toward Forming an Adult Church (Spring: 3)**

What would it mean to the life of our parishes and to our understanding of religious education if faith formation of adults became the central task of the enterprise? How does a focus on the spiritual growth of adults within a faith community enhance the work already underway with children and youth? In what ways does the challenge of adult faith formation invite us to engage the transformative task of all religious education? These questions serve to frame this course as we examine the theoretical and pastoral dimensions of working toward an adult church.

*Jane E. Regan*

**TH 683 Seminar in Pastoral/Practical Theology (Spring: 3)**

All Christian theology is marked by the pastoral interest of serving the life of the Church in the world. Pastoral theology, however, takes this practical interest as its primary focus, allowing concern for pastoral life to shape its methodology and the issues addressed. This seminar will focus on foundational themes of pastoral theology, including its distinctive methodology, its pastoral hermeneutics, the relationship of faith and culture and the challenge of inculturation, the social sciences as resources to pastoral life, and enabling scholars to do theology in a pastoral setting.

*Nancy Pineda-Madrid*

**TH 723 Total Community Catechesis Seminar (Fall: 3)**

The concept "total community catechesis" builds on the recognition that it is the very life of the faith community and all its members and families that are both agent and participant in catechesis. This seminar examines both the theoretical foundations and the pastoral considerations that support effective catechesis for and by the total community.

*Jane E. Regan*

**TH 730 Discernment: Holistic Formation for the Practice of Ministry (Fall/Spring/Summer: 1)**

Meets six times per semester. Required for new M.A. and M.Ed. students who study during the academic year.

Pass/Fail Only.

Education for ministry in today's church necessitates that academic preparation and spiritual development be fundamentally integrated. In this 1-credit course, students gather in small groups with a faculty facilitator to explore the integration of their theological studies with their spiritual growth. Groups use an adult model of learning in which students are responsible for planning their academic program in conjunction with activities to enhance their spiritual growth, such as retreats and spiritual direction.

*IREPM Faculty*

**TH 731 Research and Writing in Pastoral Theology (Spring: 1)**

Pastoral theology challenges us to integrate the interests of academic, ecclesial and social arenas in our research and writing. This 1-credit course presents a concrete model for this research and writing which students will adopt to complete a project of their own choosing. Topics include: how to raise, formulate and refine research questions, topics and problems; how to move from questions to sources and how to use those sources; how to make research claims and support them; how to prepare and revise drafts with special attention to organization and pastoral style; and how to frame introductions and conclusions.

*Lucretia Yaghjian*

**TH 739 Christology (Spring: 3)**

In this course, participants will undertake a theological investigation of the person and work of Jesus Christ. It will consist of a survey of the Christologies of the New Testament, the patristic and conciliar teaching on the person of Jesus Christ, and the insights of selected classical and contemporary Christologists. Participants will also probe current Christological issues such as the question of Jesus' self-knowledge, the cross of Jesus and the mystery of human suffering, liberationist and feminist approaches to Christology, and the issue of the universality of Christ's saving work.

*Paul Ritt*

**TH 765 Becoming Human, Becoming Christian (Fall: 3)**

Online Course

This course fulfills a theology elective or other elective requirement. In today's world, life seems too busy to pose the question, What does it mean to be human? in the abstract, but we only need to be confronted with serious illness, face a death of a loved one, suffer economic reversals, or have our world shaken by catastrophic events such as a war or a terrorist attack for ultimate questions to arise. Christians raise the question of the meaning of being human in the context of understanding ourselves in relationship with God.

*Barbara Radtke*

**TH 770 Medical Ethics (Spring: 3)**

Offered Periodically

This course will focus on bioethical issues that ethicists, health care providers, ministers, and chaplains encounter in medical settings, including abortion, organ donation, therapeutic cloning, nutrition and hydration, euthanasia, and physician-assisted suicide. Our focus on these issues will lead us to consider the sources and process of moral decision-making from the point of view of health care provider(s), chaplains, patients, and family members. These sources include the roles of conscience, church teaching, medical expertise, and other factors in the decision-making process.

*Jennifer Bader*

**TH 785 Theology, Spirituality, and the Body (Spring: 3)**

Issues of embodiment relating to theology, spirituality and ministry form the substance of this course. We will probe understandings of the body found in the historical Christian tradition and draw insights from contemporary theology, philosophy, psychology and social theory. Finally, we will examine the role of the body in lived Christian faith with a particular emphasis on spirituality, education and pastoral care.

*Colleen Griffith*

**TH 790 Historical Resources for a Contemporary Spirituality (Fall: 3)**

This course will survey historical classics, examining the generative themes that are suggestive for our time and foundational in the construction of a contemporary spirituality. Authors will include Augustine, Benedict, Francis and Clare, Julian of Norwich, Catherine of Genoa, Ignatius of Loyola, Teresa of Avila, John of the Cross. Thematic questions will be brought to the reading of core texts.

*Colleen Griffith*

**TH 791 Twentieth Century Spiritual Classics (Spring: 3)**

This course will survey modern classics, examining the generative themes that are suggestive for our time and foundational in the construction of a contemporary spirituality. Authors will include Thomas Merton, Evelyn Underhill, Teilhard de Chardin, Dorothy Day, Annie Dillard, Johannes Baptist Metz and Martin Buber. The course is taught with an eye toward leadership in spiritual formation.

*Colleen Griffith*

**TH 816 Sharing Faith in Religious Education and Pastoral Ministry (Fall: 3)**

This course will propose the foundations for a participatory and empowering approach to religious education and pastoral ministry. Through shared reflection on praxis and on course readings, participants will be invited to appropriate and make decisions about their own approaches to the ministry of sharing faith.

*Thomas Groome*

**TH 835 Psychology of Religious Development (Fall: 3)**

A survey of major psychological perspectives on the foundation and development of religious consciousness and identity over the life cycle. The course will emphasize the student's personal integration of theological and psychological visions of development and will allow the student to concentrate attention on the periods of development that are of greatest pastoral or personal significance (e.g., adolescence, young adulthood, mid-life).

*John J. Shea, OSA*

**TH 838 Social Work and Pastoral Ministry Seminar: Toward Social Transformation (Fall: 3)**

Cross Listed with SW 830

Required for students in the dual M.A./M.S.W. program and open to other graduate students.

Significant changes in contemporary culture, as well as in the funding and priorities of social service agencies, present new challenges to social workers and pastoral ministers. Of paramount importance is the development of interdisciplinary modes of analysis to reflect systematically and critically on the building of a just and caring society, in relationship to foundational values drawn from professional codes of ethics as well as from the traditions of religion and civil society.

*Hugo Kamya*

**TH 888 Interim Study (Fall/Spring: 0)**

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis. Interim Study requires a commitment of at least 20 hours per week working on the thesis.

*The Department*

**TH 926 Death and Dying: Pastoral, Psychological, and Theological Perspectives I (Fall: 1)**

Offered Periodically

Weekend Course

September 23-24, 2005

Friday 4:00 to 9:00 p.m., Saturday 9:00 a.m. to 3:00 p.m.

Pass/Fail Only.

Students must register for all three weekends.

The focus of this course is on the pastoral, psychological, and theological aspects of ministry with persons as they experience the inevitable experiences of loss on life's journey, including the grief resulting from death and the process of dying. Special attention will be given to the minister's own process, as well as faith, ethical and cultural perspectives, and skills needed for providing effective pastoral care to those experiencing loss, grief, dying and death.

*Catherine O'Connor, CSB*

**TH 927 Death and Dying: Pastoral, Psychological, and Theological Perspectives II (Fall: 1)**

Offered Periodically

Weekend Course

October 14 & 15, 2005

Friday 4:00 to 9:00 p.m., Saturday 9:00 a.m. to 3:00 p.m.

Pass/Fail only.

See course description under TH 926.

*Catherine O'Connor, CSB*

**TH 928 Death and Dying: Pastoral, Psychological and Theological Perspectives III (Fall: 1)**

Offered Periodically

Weekend Course

November 18-19, 2005

Friday 4:00 to 9:00 p.m., Saturday 9:00 a.m. to 3:00 p.m.

Pass/Fail only.

Students must register for all 3 weekends.

See course description under TH 926.

*Catherine O'Connor, CSB*

**TH 987 The Role of Empathy in Pastoral Care and Counseling (Spring: 3)**

This course explores the central role of empathy as a theoretical and practical foundation for pastoral care and counseling. It presents empathy both as a way of being present in pastoral situations and as a way of facilitating therapeutic change and growth. This course concentrates on some of the skills of active empathy, for example, attending, responding to feeling, responding to content, clarifying, imagining, and challenging. The theoretical underpinnings of this course provide a context for the integration of theological and psychological perspectives in pastoral care and counseling.

*John Shea, OSA*

**TH 991 Special Issues in Pastoral Care and Counseling (Spring: 3)**

A number of important and sensitive issues surface in pastoral ministry, especially in pastoral care and counseling. In a context of adult development and spirituality, this course considers the assessment of personality and personality disorders, sexual issues including abuse, the addictions along with dual diagnosis and co-dependency, issues around adoption and divorce, the experience of trauma, loss, and depression, ministry to those with AIDS, dying and bereavement, suicide, and burnout in ministry.

*John Shea, OSA*

TH 994 Education and Ministry for Justice (Spring: 3)

How do we educate and minister among youth for the sake of peace and justice? How do we cultivate capacities among them for sustained commitments to the common good? This course has two broad aims: first, we will investigate the theological and social psychological foundations for sustained commitment. Second, we will explore the dynamics of power and its abuses, as they define where we are called to respond in the world. In doing so, we will imagine pedagogical and ministerial strategies for cultivating the faith lives and commitments of youth and young adults in response to these abuses.

Theresa O'Keefe

Romance Languages and Literatures

Faculty

**Vera Lee**, *Professor Emeritus*; A.B., Russell Sage College; A.M., Yale University; Ph.D., Boston University

**J. Enrique Ojeda**, *Professor Emeritus*; Ph.D., M.A., Harvard University

**Maria L. Simonelli**, *Professor Emeritus*; Dottore in Lettere e Filosofia, University of Florence; Libera Docenza in Filologia Romanza, Rome

**Rebecca Valette**, *Professor Emeritus*; B.A., Mt. Holyoke College, Ph.D., University of Colorado

**Robert L. Sheehan**, *Associate Professor Emeritus*; B.S., Boston College; A.M., Ph.D., Boston University

**Matilda T. Bruckner**, *Professor*; A.B., Bryn Mawr College; M.Phil., Ph.D., Yale University

**Dwayne E. Carpenter**, *Professor*; B.A., M.A., Pacific Union College; Ph.D., University of California at Berkeley; Ph.D., Graduate Theological Union at Berkeley

**Norman Araujo**, *Associate Professor*; A.B., A.M., Ph.D., Harvard University

**Stephen Bold**, *Associate Professor*; B.A., University of California; M.A., Ph.D., New York University

**Jeff Flagg**, *Adjunct Associate Professor*; B.A., University of Massachusetts; M.A., Brown University; Ph.D., Boston University

**Rena A. Lamparska**, *Associate Professor*; LL.M., University of Wrocław; M.A., Catholic University of America; Ph.D., Harvard University

**Irene Mizrahi**, *Associate Professor*; B.Sc., Technion-Israel Institute of Technology; M.A., Ph.D., University of Connecticut

**Franco Mormando**, *Associate Professor*; Chairperson of the Department; B.A., Columbia University; M.A., Ph.D., Harvard University

**Ourida Mostefai**, *Associate Professor*; Licence de lettres, Université de la Sorbonne Nouvelle, Paris; M.A., Ph.D., New York University

**Kevin Newmark**, *Associate Professor*; B.A., Holy Cross; M.A., Middlebury College, France; Ph.D., Yale University

**Elizabeth Rhodes**, *Associate Professor*; B.A., University of Richmond; M.A., Ph.D., Bryn Mawr College

**Harry L. Rosser**, *Associate Professor and Director of Graduate Studies*; B.A., College of Wooster; M.A., Cornell University; Ph.D., University of North Carolina at Chapel Hill

**Laurie Shepard**, *Associate Professor*; B.A., Wesleyan University; M.A., Ph.D., Boston College

**Sarah H. Beckjord**, *Assistant Professor*; B.A. Harvard University; M.A., M.Phil., Ph.D., Columbia University

**Ernesto Livon-Grosman**, *Assistant Professor*; B.A., Empire State College, M.A., Ph.D., New York University

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**Brian O'Connor**, *Adjunct Assistant Professor*; B.A., Northern Illinois University; M.A., Ph.D., Boston College

**Christopher R. Wood**, *Adjunct Assistant Professor*; B.A., Columbia University; M.A., Ph.D., Yale University

**Catherine Wood Lange**, *Adjunct Senior Lecturer*; B.A., M.A. Boston College; Ph.D. (candidate), State University of New York at Stony Brook

**Debbie Rusch**, *Senior Lecturer*; B.S., M.S., University of Wisconsin-Madison

**Andrea Javel**, *Adjunct Lecturer*; B.A., University of Dayton; M.A., Université Rene Descartes (Paris); M.Ed., Harvard University

Contacts

- Administrative Secretary: Joanna Doyle, 617-552-3821 (doylejw@bc.edu)
- Graduate and Undergraduate Records Secretary: 617-552-3820
- Website: <http://www.bc.edu/rll/>
- Email: [rll@bc.edu](mailto:rll@bc.edu)

Undergraduate Program Description

The Department of Romance Languages and Literatures offers both majors and minors in French, Hispanic Studies, and Italian, each of which affords a wide exposure to literature and culture in the target language.

Major in French

Requirements: Ten 3-credit courses

- Four courses to be chosen from among the following:  
RL 305 Introduction to Drama and Poetry  
RL 306 Introduction to Narrative Forms  
RL 307 Masterpieces of French Literature  
RL 308 Advanced Language Studies in French  
RL 309 Topics in French Culture and Civilization
- Note:** Students may repeat a semester of RL 307, RL 308, or RL 309 as an elective with the permission of the instructor and the Director of Undergraduate Studies.

- Four advanced courses in French language, literature, or culture at the 400 level or above
- Two electives to be chosen among the following:  
RL 210 French Composition, Conversation, and Reading II\*  
Additional courses at the 300 or 400 level  
RL 572 Comparative Development of the Romance Languages  
RL 595 (ED 303) Teaching Foreign Languages: Topics in Second Language Acquisition  
\*RL 210 French Composition, Conversation and Reading II can be taken for elective credit as the first course in the major.

Minor in French

Requirements: Six 3-credit courses

- Two foundation courses to be chosen from among the following:  
RL 305 Introduction to Drama and Poetry  
RL 306 Introduction to Narrative Forms  
RL 307 Masterpieces of French Literature  
RL 308 Advanced Language Studies in French

- RL 309 Topics in French Culture and Civilization
- One advanced course at the 400 or 700 level.
- Three electives to be chosen among the following:  
RL 209-RL 210 French Composition, Conversation and Reading I and II (as entry-level courses only)
- Additional courses at the 300 or 400 level

### Major in Hispanic Studies

Requirements: Ten 3-credit courses that must include the following:

- RL 395 Contextos
- Four 600-level advanced courses in literature and culture, which must include one course in each of the following categories:  
Pre-1800 Peninsular literature and culture  
Pre-1800 Latin American literature and culture  
Post-1800 Peninsular literature and culture  
Post-1800 Latin American literature and culture
- Five electives, which can be chosen from among the following:  
RL 216 Spanish Conversation, Composition and Reading II  
Any 300 level course  
Any 600 level course

Related courses allowed by departmental permission

#### Note the following conditions:

Students enter the major at a point appropriate to their level of linguistic proficiency. The earliest point at which a student can begin the major is RL 216 Spanish Conversation, Composition and Reading II.

The prerequisite for all 600-level courses (and above) is the linguistic proficiency level of *Naturalmente II* (RL 392) or equivalent.

Only one course may be in English.

Maximum transfer credit from study abroad: Fifteen (15) credits (five courses) for one year of study; nine (9) credits (three courses) for one semester of study. If three or more courses for the major are transferred from study abroad, then all other courses must be taken in the department.

Students who do not study abroad are allowed a maximum of two related courses outside the Department of Romance Languages and Literatures.

### Minor in Hispanic Studies

Requirements: Six 3-credit courses that must include RL 395 Contextos and at least two courses at the 600-level.

#### Note the following conditions:

The prerequisite for all 600-level courses (and above) is the linguistic proficiency level of *Naturalmente II* or equivalent.

Minimum entry level for the minor is RL 216 Spanish Conversation, Composition and Reading II.

Maximum transfer credit from study abroad: Nine (9) credits (three courses) for one year of study; six (6) credits (two courses) for one semester of study.

### Major in Italian

Requirements: Ten 3-credit courses

- Six advanced courses in Italian literature, culture, and civilization (RL 500 or above or the equivalent)
  - Four electives to be chosen from the following:  
Additional courses at the 300, 500, or 800 level  
RL 213 and 214 Italian Conversation, Composition, and Reading I and II (can be taken for elective credit as the first course in the major)
- Related courses allowed by departmental permission

### Minor in Italian

Requirements: Six 3-credit courses

- Two foundation courses: RL 213 and RL 214 Italian Composition, Conversation, and Reading I and II (or the equivalent)
- Two advanced courses in Italian literature or culture at the RL 500 level or above (for undergraduates)
- Two electives to be chosen among the following:  
RL 114 Intermediate Italian II (as entry-level course only)  
RL 300 (or above) courses in culture

For further information or to declare a major or minor, please contact the Romance Languages and Literatures Department, Lyons 304, 617-552-3820.

### General Information

The major curriculum is designed to help students attain a high linguistic proficiency in at least one Romance language and broad insight into the literature and culture of other nations. Graduates with Romance Languages and Literatures majors are currently employed in many different fields including law, interpreting, and international business. For students interested in graduate studies, the major offers solid preparation and guidance.

Students who plan to major or minor in Romance Languages and Literatures should consult the Director of Undergraduate Studies of the Department in order to be assigned an advisor, review their qualifications and placement within the program, and organize a course of study suited to their individual needs and objectives.

Romance Languages and Literatures majors are strongly encouraged to study abroad and may do so through Boston College programs or other programs approved by the International Study Center. Upon approval from the department, students abroad typically take five classes per semester. They may earn credit in the major program for three courses in a single semester of study abroad and five courses in a year-long program. All majors are required to enroll in two advanced literature courses during their senior year. Minors must enroll in one advanced course in either semester of senior year.

### Information for First Year Majors and Non-Majors

Students planning to major in Romance Languages and Literatures, to study abroad during their junior year, and to apply for graduate work or Graduate Fulbright Scholarships are encouraged to place themselves in advanced-level language courses in French, Italian, and Spanish as first-year students. Students should place themselves initially in the most challenging course they can handle, and adjustments in scheduling can be made if necessary. The department carefully organizes a program to suit each student's individual needs and objectives.

Students who have not already fulfilled the language proficiency requirement through an achievement or advanced placement test should sign up for an appropriate language course. Refer to the requirements for the A&S degree programs found in the Academic Regulations section of this catalog. Placement tests in French and Spanish are offered by the department. For dates, please contact the department.

The Department offers courses, some taught in the target languages and some in English, which count for University Core requirements and for elective credit in the major. Students interested in advancing their major credits at the early stages of their careers are encouraged to consider these Core courses.

**Core Offerings: Literature and Cultural Diversity**

All the courses offered in the Department of Romance Languages and Literatures propose an exploration of the culture and literature in countries around the world where French, Italian, and Spanish are spoken. In addition, the department has created a number of courses for inclusion in the Arts and Sciences Core in Literature and Cultural Diversity designed especially to meet the needs of non-specialists.

**Literature Core**

Core offerings, whether in the target language or in translation, are distinctive in several important ways. The department is committed to reading literary texts in their fullest linguistic, artistic, and cultural context. Literature Core courses offer majors and non-majors alike the opportunity to read great books with the guidance of a teacher sensitive to their original language. Even in courses given in English, qualified students may decide to read texts in the original language. Comparative literature courses introduce students to the interplay of literary forms and themes across national boundaries. In order to achieve an intimate understanding of the texts studied, all Core courses propose close reading and thorough discussion of a limited number of texts.

Consult the Student Services website for courses that will satisfy the Literature Core requirement during the 2005-2006 academic year.

**Cultural Diversity Core**

Although Romance culture has by tradition been traced to a European source, the offerings of the Department of Romance Languages and Literatures also take into account the presence of Hispanic and Francophone cultures in the Caribbean, South and Central America, Africa, and Asia. Students can choose from a number of courses that focus on these cultures in order to satisfy the Cultural Diversity Core requirement.

Consult the Student Services website for courses that will satisfy the Cultural Diversity Core requirement during the 2005-2006 academic year.

**Honors Program**

The Honors Program offers its majors a unique opportunity to conduct research and write a thesis on a topic of their choice under the guidance of a faculty member in the department. Students admitted into the program will work throughout the senior year with their Thesis Director.

Faculty members will nominate students for the Honors Program. To be eligible, they must be declared majors in the Department of Romance Languages and Literatures with a grade point average of 3.4 or higher. They must have also exhibited the maturity and discipline that independent work requires. Nominated students will be invited to meet with the Program Coordinator during the semester preceding their enrollment in the program. They will be asked to submit samples of their writing and a one-paragraph description of the general area they propose to investigate in their thesis. The final decision about acceptance into the program will be made during the first week of registration.

For further details, contact Rena Lamparska, the Honors Program Coordinator.

**Information for Study Abroad**

Ideally, students expecting to transfer credits into a Romance Languages and Literatures major will have completed the equivalent of a third-year university-level language class or more. Students should

have completed at least the second semester of the intermediate course. Note: Italian majors and minors who have only completed Elementary Italian II are eligible for the fall or full-year program in Parma only.

All Romance Languages and Literatures majors are required to enroll in an advanced course each semester of their senior year, regardless of whether they have completed the ten-course requirement for the major. All Romance Languages and Literatures minors are required to enroll in one advanced course in their senior year regardless of whether they have completed the six-course requirement for the minor. Students who are nominated to the Romance Languages and Literatures Honors program are encouraged to decide on a thesis topic before going abroad.

RLL majors earn credit for up to three courses (nine credits) toward their major in a single semester of study abroad, and credit for up to five courses (15 credits) in a year-long program. There are no restrictions on the term that students may study abroad.

Romance Languages and Literatures minors earn credit for up to two courses (six credits) toward their minor in a semester or up to three courses (nine credits) in a year-long program.

Hispanic Studies requires students who earn credit toward a Hispanic Studies major while abroad to take at least one 600-level course each semester after they return to BC. Hispanic minors are required to take at least one 600-level course after they return to BC.

Departmental pre-approval of courses is required prior to departure. For all other courses, the International Study Advisor and the Director of Undergraduate Studies will evaluate the courses taken abroad and make a decision.

No Romance Languages and Literatures credit will be granted for courses conducted in English. Credit is not automatically granted for courses taken in the target language. Courses must show a direct relationship to the student's program of study in the department.

The department recommends the following Semester Abroad or Year-Long Programs:

- French—BC Partner Programs: Paris IV-Sorbonne, Paris VII-Denis Diderot, Institut Catholique de Paris, Institut des Sciences Politiques (Paris), Université de Strasbourg, Marc Bloch (USHS), Institut d'Etudes Politiques (IEP Strasbourg), Institut d'Etudes Commerciales Supérieures (IECS Strasbourg).
- Hispanic Studies—BC Partner Programs: Universidad Autónoma de Madrid, Estudio Internacional Sampere (Summer), Universidad San Francisco de Quito, Universidad Iberoamericana. For credit towards Hispanic Studies Minors only—BC Partner Programs: Universidad Complutense de Madrid; Universidad Carlos III (Madrid).
- Italian—BC Partner Program: Università di Parma. Please note: Other programs will be evaluated on case-by-case basis.

Romance Languages and Literatures majors and minors wishing to study abroad will meet with Professor Jeff Flagg, Romance Languages and Literatures' International Study Advisor and contact for course approvals, to help determine their eligibility. Their progress in the major or minor as well as their GPA will be checked and a recommendation will be made. Students will then be directed to a specific program advisor with whom they will select their courses. Courses will be approved based on the recommendation from the program advisor.

## Graduate Program Description

### M.A., M.A.T., and Ph.D. Programs

The Department includes the fields of French, Italian, and Hispanic (Peninsular and Spanish American) literatures, offering a Ph.D. in Hispanic Literature (Peninsular and Latin American) and French Literature. In the Ph.D. program, students specialize in French or Hispanic literature, or in a period or genre that crosses two Romance literatures. The Ph.D. in Medieval Studies is unique in the Boston area and one of the special strengths of the Department. The Master of Arts is available in Hispanic Studies, French, and Italian.

The Master of Arts is designed to develop and strengthen teachers at the primary and secondary school levels and to prepare teachers/scholars who may continue on to the Ph.D. program.

### Prerequisites for Admission

The departmental deadline for Ph.D. and M.A. applicants requesting financial aid is February 1. Those not requesting departmental financial aid should apply by May 15. Students applying for admission to graduate degree programs in the Romance literatures must satisfy the following prerequisites: (1) a general coverage of their major literature at the undergraduate level (and passed with distinction); (2) a formal survey course or a sufficient number of courses more limited in scope; (3) at least four semesters of advanced work in period or general courses in the major literature or as graduate work completed at other institutions.

For complete information concerning the graduate programs, consult the Graduate Handbook of the Department of Romance Languages and Literatures.

### Doctor of Philosophy

The Department of Romance Languages and Literatures offers doctoral students a course of study adapted to individual needs and designed to train effective scholars and teachers. Students may structure their programs according to one of two distinctive models:

#### Plan I: Ph.D. in Hispanic or French Literature and Culture

Students structure their programs to study the chronological development of one Romance language, literature, and culture (French or Hispanic), and varied analytic methodologies pertinent to their field.

#### Plan II: Ph.D. in Romance Literatures

Students structure their programs to focus on one period or genre in two Romance languages and literatures.

#### Plan I: Ph.D. in Hispanic or French Literature and Culture

**Broad Chronological Coverage:** In consultation with their advisors, students select courses to develop broad coverage of their major literature from the Middle Ages to the present, as well as specific expertise in the field. Given the nature of the comprehensive examination, students are encouraged to take courses in all periods.

**Related Graduate Courses:** With the approval of their advisors, students may include in their doctoral program up to six credits earned in related courses, if they are relevant to their field of specialization. These may include graduate courses in other Romance or non-Romance literatures, language pedagogy, fine arts, history, philosophy, etc.

#### Plan II: Ph.D. in Romance Literatures

**Lateral Coverage:** Early in the program, the student should formulate a coherent program of study in consultation with the advisor. Students select two Romance literatures and a period or genre that merits investigation across linguistic and national boundaries.

**Medieval Studies:** Given the particular strengths of Boston College, concentration in Medieval Studies is an important option within this lateral model. Students may choose any two of the following literatures: Medieval French, Italian, Spanish, or Provençal. Students are encouraged, with the approval of their advisor, to include extra-departmental courses in their doctoral program: twelve credits if they are entering with a B.A. or six credits with an M.A. Boston College has a rich array of medieval offerings in the Theology, Philosophy, History, Fine Arts, Literature, and Political Science Departments.

**Language Competence:** For admission to the Ph.D. in Romance Literatures, applicants must have fluent command of two Romance languages. An exception may be made for students intending to work in Provençal.

### Admission to the Ph.D. Programs

**Students with a Master's Degree:** Students accepted for the doctoral program are granted transfer credit for the M.A. or its equivalent, i.e., 30 credits. The M.A. equivalency of foreign diplomas is determined, whenever necessary, through communication with the Bureau of Comparative Education of the Division of International Education, Washington, D.C.

**Students with a Bachelor's Degree:** Students possessing the Bachelor's degree, or its equivalent, should achieve coverage of their major literature equal to that required for Boston College's M.A. in French or Spanish. After 30 credits and the M.A. comprehensive examination, candidates will be evaluated with special attention before being allowed to continue on to the Ph.D.

### Ph.D. Degree Requirements

- Students earn 60 credits (students entering with the B.A.) or 30 credits (students entering with the M.A.), including three credits in the History of the Language in French or Spanish, and three credits in RL 780 Colloquium on Literary Theory and Criticism.
- Students must maintain an average of B or better in their courses.
- If the student's M.A. program did not include a second language examination, then a translation test will be required.
- A reading knowledge of Latin is required of all candidates and should be demonstrated early in the program. A reading knowledge of German is required only for candidates in Medieval Studies.
- One year of residence is required, in a fall-spring or spring-fall sequence. Teaching fellows of the Department fulfill the residence requirement by taking two courses per semester while also teaching two courses. Students not engaged in teaching who wish to fulfill the residence requirement by taking three courses per semester must petition the Department. During the year of residence, the student must be registered at the University, and he or she must be engaged in a program of course work approved by the Department. The residence requirement may not be satisfied by the candidate during the year in which he or she is engaged in writing the dissertation. Students should specify in writing to the Director of Graduate Studies which two semesters will satisfy the residence requirement.
- Upon completion of all course work and language requirements, the doctoral student must pass an oral comprehensive examination.
- Upon successful completion of an oral comprehensive examina-

tion, the degree candidate will select a Dissertation Advisor. Second and third readers will be appointed by the Dissertation Advisor, in consultation with the student and the Director of Graduate Studies, to form the Dissertation Committee. A dissertation proposal will be submitted within six months of passing the oral comprehensive. The candidate is expected to remain in consultation with the Dissertation Advisor while preparing the proposal.

- The proposal will be read by the student's Dissertation Committee and discussed with the student before it is officially approved. Upon approval, it will be distributed to the entire faculty for comment. If a proposal is not accepted by the Dissertation Committee, the student will be given a single opportunity to rewrite the proposal within six months.
- Dissertation topics may include the following: a literary study in the field of specialization, a study in comparative Romance literatures, a study in Romance philology, or a scholarly edition of a text with full critical apparatus. The dissertation must be based on original and independent research and demonstrate advanced scholarly achievement.
- After approval by the Dissertation Committee, the dissertation will be defended by the candidate in a one-hour oral defense open to the public.

#### Master of Arts Degree in French, Hispanic, or Italian Literature and Culture

##### M.A. Course Requirements

- Thirty credits (i.e., ten courses) in Romance Languages and Literatures courses.
- M.A. candidates may receive a maximum of nine credits for courses taken in languages/literatures other than the primary language/literature of study, including courses on literary theory, pedagogy, and linguistics. Included in this limit, and with the approval of the Graduate Studies Committee, up to six credits may be earned from courses in related areas of study.
- Distribution Requirement: Each student in the French M.A. Program must take at least one course from every area of the curriculum (Medieval, Early Modern, eighteenth Century, nineteenth Century, twentieth Century). The fulfillment of the Distribution Requirement is to be overseen and verified by the Faculty Advisor.
- Distribution Requirement: Hispanic Studies students must take a minimum of nine credits in Peninsular Spanish and nine credits in Spanish American Literature.
- Entering M.A. students in French and Hispanic Studies are strongly encouraged to take RL 704, *Explication de textes*, and RL 901, *Advanced Textual Analysis in Spanish*, respectively, during their first year of graduate study.
- Students wishing to register for Consortium Institution courses must secure permission to do so from the head of their language section the semester before actually enrolling.

##### Oral Proficiency Requirement

Before taking the comprehensive written and oral examinations, all candidates must demonstrate oral proficiency in their language of specialization at the Advanced level of the ACTFL scale.

#### Master of Arts Degree in Teaching

The Masters of Arts in Teaching (M.A.T.) program is administered through the Lynch School of Education in cooperation with the Department of Romance Languages and Literatures. It requires admission to both the Lynch School of Education and the Department of Romance Languages and Literatures. The program provides licensure and continued professional development for primary and secondary school teachers of French, Italian, and Spanish.

Course requirements vary depending upon the candidate's prior teaching experience; however, all Master's programs leading to licensure in secondary education include practical experience in addition to course work. Students seeking licensure in Massachusetts are required to pass the Massachusetts Educators Certification Test. Candidates for the M.A.T. in Romance Languages and Literatures must earn 15 credits in graduate courses in their target language. Consult the Departmental Graduate Handbook concerning other requirements.

##### Further Information

Further information on the Graduate Program in the Department of Romance Languages and Literatures can be found in the Department's Graduate Handbook, which may be obtained by writing to Boston College, Department of Romance Languages and Literatures, Lyons 304, Chestnut Hill, Massachusetts 02467.

#### Undergraduate Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at <http://www.bc.edu/courses/>.

##### RL 003 Elementary Italian I (Fall: 3)

Conducted in Italian.

**Students with prior Italian experience admitted only by placement test.**

The purpose of this course is to introduce the students to Italian language and culture. In the first semester students will learn the Italian sound system and the rudiments of vocabulary and grammar necessary for basic communication. The approach is communicative, and while memorization and mechanical practice is required, the greater part of class time will be dedicated to practicing acquired knowledge in a conversational and contextualized atmosphere. This course is for those who have not studied Italian previously. Students with prior Italian experience admitted only by placement test.

*Brian O'Connor (Coordinator)*

*The Department*

##### RL 004 Elementary Italian II (Spring: 3)

Conducted in Italian.

**Students with prior Italian experience admitted only by placement test.**

This course is a continuation of RL 003 and further develops the goals of the first semester. Special attention is given this to the production more complex speech, the expression of personal opinion and a deeper knowledge of contemporary Italian culture. More formal writing exercises and reading of authentic texts aid students in reinforcing language skills. A group final project at the end of the course attempts to bring together the themes and experiences from previous study.

*Brian O'Connor (Coordinator)*

*The Department*

##### RL 009 Elementary French I (Fall: 3)

Classes are conducted primarily in French.

**Students with prior French experience admitted only by placement test.**

This beginning course is designed for students with no prior French experience, as well as those who have had some high school

French, but are not sufficiently prepared for intermediate level work. (Students with no prior French experience should also sign up for RL 011-012.) Emphasis is on building oral and written communication skills and acquiring a greater awareness of the French-speaking world. Class instruction is supplemented by videos, audio-cassettes, and computer study modules.

*Andrea Javel (Coordinator)*

*The Department*

#### **RL 010 Elementary French II (Spring: 3)**

**Classes are conducted primarily in French.**

**Students with prior French experience admitted only by placement test.**

This course is a continuation of RL 009. Course goals include readying students for Intermediate French, expanding vocabulary and building oral proficiency. Students will deepen their understanding of Francophone culture through short literary and cultural readings, video and film. Emphasis is on building oral and written communication skills and acquiring a greater awareness of the French-speaking world. Class instruction is supplemented by videos, audio-cassettes, and computer study modules.

*Andrea Javel (Coordinator)*

*The Department*

#### **RL 011 Elementary French Practicum I (Fall: 1)**

**Required of students enrolled in RL 009 with no prior experience in French. Open to other students of RL 009 only by permission of the coordinator. Only open to students concurrently enrolled in RL 009.**

This intensive one-hour supplementary course gives "real beginners" the extra conversation, listening, and reading practice they need to maintain the pace of Elementary French.

*Andrea Javel (Coordinator)*

*The Department*

#### **RL 012 Elementary French Practicum II (Spring: 1)**

This intensive one-hour supplementary course gives students extra help mastering concepts presented in RL 010 through review and recycling of material. It is open to all students concurrently enrolled in RL 010 that feel they need more "time on task" to help them get a solid grasp of the basics in French.

*Andrea Javel (Coordinator)*

*The Department*

#### **RL 013 Intermediate French Practicum I (Fall: 1)**

**Only open to students concurrently enrolled in RL 109.**

Open to students of RL 109 who feel they could benefit from additional instruction in a small group setting. This intensive one-hour supplementary course gives students the extra conversation, listening, and reading practice they need to do succeed in Intermediate French and to build a solid base in the language.

*Andrea Javel (Coordinator)*

*The Department*

#### **RL 014 Intermediate French Practicum II (Spring: 1)**

This intensive one-hour supplementary course gives students extra help mastering concepts presented in RL 110 through review and recycling of material. It is open to all students concurrently enrolled in RL 110 that feel they need more "time on task" to help them get a solid grasp of the Intermediate French curriculum.

*Andrea Javel (Coordinator)*

*The Department*

#### **RL 015 Elementary Spanish I (Fall: 3)**

**Classes are conducted primarily in Spanish.**

**Students with prior Spanish experience are admitted only by placement test.**

This beginning course is designed for students with no prior Spanish experience, as well as those who have had some high school Spanish and are not sufficiently prepared for intermediate level work. (Students with no prior Spanish experience should also sign up for RL 017.) Emphasis is on building oral and written communication skills and acquiring a greater awareness of the Hispanic world. Class instruction is supplemented by videos, audio-cassettes and computer study modules.

*Debbie Rusch (Coordinator)*

*The Department*

#### **RL 016 Elementary Spanish II (Spring: 3)**

**Classes are conducted primarily in Spanish.**

**Students with prior Spanish experience admitted only by placement test.**

This course is a continuation of RL 015. Course goals include readying students for Intermediate Spanish, expanding vocabulary, and building oral proficiency. Students will deepen their understanding of Hispanic culture through short literary and cultural readings, videos, and films. Emphasis is on building oral and written communication skills and on acquiring a greater awareness of the Spanish-speaking world.

*Debbie Rusch (Coordinator)*

*The Department*

#### **RL 017 Elementary Spanish Practicum I (Fall: 1)**

**Required of students enrolled in RL 015 with no prior experience in Spanish. Open to other students of RL 015 only by permission of the coordinator. Only open to students concurrently enrolled in RL 015.**

This intensive one-hour supplementary course gives "real beginners" the extra conversation, listening, and reading practice they need to maintain the pace of Elementary Spanish. All concepts presented in this course review those covered in RL 015.

*Debbie Rusch (Coordinator)*

*The Department*

#### **RL 018 Elementary Spanish Practicum II (Spring: 1)**

This intensive one-hour supplementary course gives students extra help mastering concepts presented in RL 016 through review and recycling of material. It is open to all students concurrently enrolled in RL 016 that feel they need more "time on task" to help them get a solid grasp of the basics in Spanish.

*Debbie Rusch (Coordinator)*

*The Department*

#### **RL 021-022 Elementary Italian Practicum I and II (Fall/Spring: 1)**

*The Department*

#### **RL 023 Elementary Portuguese I (Fall: 3)**

**Offered Biennially**

This beginning course is designed for students with no prior experience in Portuguese. Emphasis is on building oral and written communication skills and acquiring a greater awareness of the Portuguese culture.

*The Department*

#### **RL 024 Elementary Portuguese II (Spring: 3)**

**Offered Biennially**

This course is a continuation of RL 023. Students will continue to expand their vocabulary and develop their fluency in Portuguese, both written and oral.

*The Department*

**RL 041 Intensive Elementary Spanish for Oral Proficiency (Spring: 6)**  
Classes are conducted in Spanish.

**Open to students with no prior experience in Spanish. The course meets five days per week.**

The aim of this 6-credit course is to provide motivated beginning students an opportunity to study Spanish language and culture in an intensive oral environment. The course's materials are particularly suitable for students wishing to acquire listening comprehension and speaking skills that may be put to immediate use. Reading and writing assignments complement aural/oral activities.

*The Department*

**RL 042 Intensive Elementary French for Oral Proficiency (Spring: 6)**  
Classes are conducted in French.

**Open to students with no prior experience in French.**

The aim of this 6-credit course is to provide motivated beginning students an opportunity to study French language and culture in an intensive oral environment. The course's video-based materials are particularly suitable for students wishing to acquire listening comprehension and speaking skills that may be put to immediate use. Reading and writing assignments complement aural/oral activities. The course meets four days per week (75 minutes each class).

*Margaret Flagg*

**RL 109 Intermediate French I (Fall: 3)**

*Prerequisite:* RL 010 or RL 042 or admission by placement test

**Conducted in French.**

This course builds on previously acquired language skills and helps prepare students to interact with native speakers of French. Emphasis is on vocabulary expansion, accuracy of expression, and interactive language use. Short literary and cultural readings will provide authentic insight into French culture worldwide. Students will have the opportunity to work with video, films, and other recordings.

*Andrea Javel (Coordinator)*

*The Department*

**RL 110 Intermediate French II (Spring: 3)**

*Prerequisite:* RL 109 or admission by placement test

**Conducted in French.**

This course is a continuation of RL 109. Students will continue to expand their vocabulary and develop their fluency, both written and oral. Emphasis is on active student participation and broadening of historical and cultural knowledge. Francophone culture will be further explored through literary excerpts by authors from France, North, Central and West Africa, the Antilles and Quebec. Short literary and cultural reading will provide authentic insight into French culture worldwide. Students will have the opportunity to work with video, films, and other recordings.

*Andrea Javel (Coordinator)*

*The Department*

**RL 111-112 Intermediate Italian Practicum I and II (Fall/Spring: 1)**

*The Department*

**RL 113 Intermediate Italian I (Fall: 3)**

*Prerequisite:* RL 004 or admission by placement test

**Conducted in Italian.**

The prime objective of the course is to improve reading and writing skills, to continue building oral proficiency, and to provide a lively and current cultural background of contemporary Italy. A review of the elements of language will be supplemented by the reading of selected texts, oral practice, and individual research, all presented within the

context of contemporary Italian society and classic Italian culture. Students will develop their ability to satisfy basic survival needs and to engage in conversation on a fairly complex level.

*Brian O'Connor (Coordinator)*

*The Department*

**RL 114 Intermediate Italian II (Spring: 3)**

*Prerequisite:* RL 004 or admission by placement test

**Conducted in Italian.**

See RL 113 above.

*Brian O'Connor (Coordinator)*

*The Department*

**RL 115 Intermediate Spanish I (Fall: 3)**

*Prerequisite:* RL 016 or RL 041 or admission by placement test

**Conducted in Spanish.**

This course builds on previously acquired language skills and helps prepare students to interact with native speakers of Spanish. Emphasis is on vocabulary expansion, accuracy of expression, and interactive language use. Short literary and cultural readings will provide authentic insight into the Hispanic world. Students will have the opportunity to work with video, films, and other recordings.

*Catherine Wood Lange (Coordinator)*

*The Department*

**RL 116 Intermediate Spanish II (Spring: 3)**

*Prerequisite:* RL 115 or admission by placement test

**Conducted in Spanish.**

This course is a continuation of RL 115. Students will expand their vocabulary and develop written and oral fluency. Emphasis is on active student participation and broadening historical and cultural knowledge. Short literary and cultural readings will provide authentic insight into the Hispanic world. Students will have the opportunity to work with videos, films, and other recordings.

*Catherine Wood Lange (Coordinator)*

*The Department*

**RL 151 Italianissimo: Intermediate Italian II, Track 2 (Spring: 3)**

**Conducted in Italian.**

This course is designed for motivated students interested in continuing the study of Italian language, culture, and literature beyond the Intermediate level, and especially for those students who intend to major or minor in Italian or study at Parma. The development of oral proficiency is emphasized, but there is a new focus on reading and writing in accurate Italian. Readings include current newspaper and magazine articles and literary texts: short stories, poems, and two short novels. Particular attention will be given to the development of consistency in grammatical accuracy, and to creating more complex and expressive speech.

*Brian O'Connor*

**RL 153-154 Adelante I and II (Fall/Spring: 3)**

*Prerequisite:* RL 016 or RL 041 or admission by placement test

**Conducted in Spanish.**

Adelante I and II can be taken in lieu of Intermediate Spanish I and II. It is especially targeted toward students who have a solid preparation in Spanish and a strong motivation to further expand their knowledge of the language and its cultures. It also provides excellent preparation for study abroad. Adelante I builds on previously acquired language skills. Emphasis is on vocabulary expansion, accuracy of expression, and interactive language use. Short literary and cultural

readings will provide authentic insight into the Hispanic world. Students will have the opportunity to work with videos, films, the internet and other multimedia.

*The Department*

**RL 181 Intensive Intermediate Spanish for Oral Proficiency (Fall: 6)**

*Prerequisite:* RL 016 or RL 041 or permission of instructor

**Conducted in Spanish.**

**The course meets five days per week.**

The aim of this 6-credit course is to provide motivated students an opportunity to study Spanish language and culture in an intensive oral environment. The course's materials are particularly suitable for students wishing to strengthen previously acquired conversational skills.

*The Department*

**RL 182 Intensive Intermediate French for Oral Proficiency (Fall: 6)**

*Prerequisite:* RL 010 or RL 042 or permission of the instructor

**Conducted in French.**

The aim of this 6-credit course is to provide motivated students an opportunity to study French language and culture in an intensive oral environment. The course's video-based materials are particularly suitable for students wishing to strengthen previously acquired conversational skills. Reading and writing practice will help students develop greater accuracy in self-expression. The course meets four days per week (75 minutes each class).

*Margaret Flagg*

**RL 209-210 French Conversation, Composition and Reading I and II (Fall/Spring: 3)**

*Prerequisite:* RL 110 or RL 182 or admission by placement test

**Conducted in French.**

**An elective towards the French major when taken as first course in sequence.**

This course will focus on the further development of oral and written language skills. Films, videos, songs, selected literary and cultural readings, interviews, and Internet activities will form the basis for classroom discussions and compositions. This course is especially recommended for students who intend to use French to increase their professional opportunities, to broaden the scope of their social interactions, and to enrich their travel and study experiences abroad.

*Jeff Flagg (Coordinator)*

*The Department*

**RL 213 Italian Conversation, Composition and Reading I (Fall: 3)**

*Prerequisite:* Intermediate Italian, three years of high school Italian or by permission of instructor.

**Conducted in Italian.**

**Required for major and minor in Italian.**

The course topic, "Italian through Fiction and Films," will allow the development of oral and written language skills. Centered on the analysis of short stories and films related to contemporary Italian society, attention will be paid analytical and lexical enrichment. Other sources (articles from the Italian Press, audio-visual programs and the Internet) will provide additional avenues of interpretation. Practice consists of guided writing assignments, group projects and in class presentations. As final project students will write, under the instructor's supervision, a short story or a brief screenplay modeled (thematically and structurally) on one of the works examined in the course.

*Cecilia Mattii*

**RL 214 Italian Conversation, Composition and Reading II (Spring: 3)**

*Prerequisite:* RL 213 or by permission of instructor.

**Conducted In Italian.**

In this course students will continue to strengthen and expand their language skills through oral and written practice. The analysis of a contemporary novel and its cinematographic adaptation will be the basis for class discussion, written assignments and oral presentations. Both RL 213 and 214 are strongly recommended for students who intend to use Italian to enrich their study experiences at home and abroad.

*Cecilia Mattii*

**RL 215 Spanish Conversation, Composition, and Reading I (Fall: 3)**

*Prerequisite:* RL 116, admission by placement test, or appropriate score on SAT II or AP Exam

**Conducted in Spanish.**

This course will focus on the further development of oral and written language skills. Films, videos, and selected cultural and literary readings, all centering on contemporary Spain, will form the basis for classroom discussions and compositions.

*Kathy Lee (Coordinator)*

*Christopher Wood (Coordinator)*

*The Department*

**RL 216 Spanish Conversation, Composition, and Reading II (Fall/Spring: 3)**

*Prerequisite:* RL 215, admission by placement test, or appropriate score on SAT II or AP Exam.

**Conducted in Spanish.**

**Hispanic Studies major or minor elective**

This course will focus on the further development of oral and written language skills. Films, videos, and selected cultural and literary readings, all centering on contemporary Mexico, will form the basis for classroom discussions and compositions.

*Kathy Lee (Coordinator)*

*Christopher Wood (Coordinator)*

*The Department*

**RL 300 The French and the Peoples of America (Fall: 3)**

**Satisfies Literature Core Requirement**

**Satisfies Cultural Diversity Core Requirement**

From the early modern period to the present, letters, travel accounts, engravings, essays and narrative fiction have borne witness to attempts of the French to understand peoples different from themselves in the Americas. We will explore issues of cultural diversity and commonality as we analyze accounts of their encounters with Native Americans, descendants of African slaves, Colonial Boston's Puritans, New Yorkers of the 1940s, and New England's university students, politicians and writers. Students also work on topics of French grammar through guided exercises.

*Jeff Flagg*

**RL 303 French Phonetics and Oral Expression (Fall: 3)**

**Offered Periodically**

**Recommended for students who are planning to teach French to speakers of English.**

This course has two objectives: (1) to help students acquire a correct, standard French pronunciation, and (2) to introduce students to French phonology. Emphasis will be placed on the articulatory and

acoustical features of French sounds and comparisons between French and English prosody. Class instruction is supplemented by required laboratory work.

*Steve Bold*

**RL 305 Introduction to Drama and Poetry (Fall/Spring: 3)**

*Prerequisite:* Four years of high school French or RL 209 or RL 210

**Conducted in French.**

**Fulfills one of the 300-level requirements for the French major.**

This course is open to any students interested in expanding their linguistic and cultural horizons, while developing their literary skills through writing in French. Guided compositions will help students to gain precision and sophistication in their written French and in their writing in general. This course will prepare students for 400-level courses in literature and culture.

*Matilda Bruckner (Fall)*

**RL 306 Introduction to Narrative Forms (Fall/Spring: 3)**

*Prerequisite:* Four years of high school French or RL 209 or RL 210

**Conducted in French.**

**Fulfills one of the 300-level requirements for the French major.**

This course is designed to help students with a good background in French to progress to the next level. Students in this course will continue to solidify their mastery of French grammar through structural exercises tied to the readings as well as through discussion and written analysis of selected short stories, novels, and narrative film. The stories have been chosen and presented to allow students to progress substantially both in their basic reading skills in French and in their awareness of critical aspects of storytelling such as narrative voice, point of view, and plot structure.

*Joseph Brienés (Spring)*

*Anne Bernard Kearney (Fall)*

**RL 307 Masterpieces of French Literature (Fall/Spring: 3)**

*Prerequisite:* Four years of high school French or RL 209 or RL 210

**Conducted in French.**

**Fulfills one of the 300-level requirements for the French major.**

This course allows students to proceed to a more advanced level of study in French through the reading and discussion of a selection of important works of French literature. It will provide an introduction to the history of the French literary tradition through the study of a specific theme. The selected works will be studied from a variety of literary, historical, and cultural perspectives. This course is designed as an important part of the French major and is also open to all students who want to continue to strengthen and deepen their skills as readers, writers, and speakers of French.

*Norman Araujo (Fall)*

*Ourida Mostefai (Spring)*

**RL 308 Advanced Language Studies in French (Fall/Spring: 3)**

*Prerequisite:* Four years of high school French or RL 209 or RL 210

**Fulfills one of the 300-level requirements for the French major.**

This course will help students expand their understanding and strengthen their command of advanced structures of modern French. Students also continue to work on advanced topics of French grammar through structural exercises and guided written compositions. This course prepares students for 400-level courses in literature and culture.

*Louissa Abdelghany (Spring)*

*Ourida Mostefai (Fall)*

**RL 309 Topics in French Culture and Civilization: Artists and Their Writings (Fall/Spring: 3)**

*Prerequisite:* Four years of high school French or RL 209 or RL 210

**Conducted in French.**

**Fulfills one of the 300-level requirements for the French major.**

In this course, students will study French culture through some key artists of the turn of the century. The course will explore the rapport between their visual work, their writings (or writings about them) and their lives. The central artists studied will be Van Gogh, Gauguin, Matisse, Picasso, Rodin, Camille Claudel and Cézanne. We will look at the evolution of their work in conjunction with their biographies, reading extracts from their letters or pronouncements on art and life.

*Anne Bernard Kearney*

**RL 310 Frentes: The Spanish Civil War Remembered and Imagined in Contemporary Spanish Media (Spring: 3)**

*Prerequisite:* CCRI or equivalent proficiency with the permission of instructor. This course can be taken simultaneously with CCR or Naturalmente.

**Counts as an elective toward the Hispanic Studies major or minor elective**

Examination and analysis of how the Spanish Civil War is portrayed in popular media. We will read stories, novels and print journalism and watch television series and films in an attempt to understand how the War is currently understood and manipulated in today's political and ideological battles.

*Kathy Lee*

*Christopher Wood*

*The Department*

**RL 320 Le Français des Affaires (Spring: 3)**

**Conducted in French.**

**Counts as an elective towards the French major.**

This course offers an introduction to the French vocabulary and syntax specific to business and politics. Students will learn advanced French language communication skills, will study the functioning of the French business world, and review the essential grammatical structures of the French language. This course prepares for the Paris Chamber of Commerce and Industry examinations. Students will obtain an official certificate attesting to their proficiency in French for Business. This course is especially designed for students interested in international business affairs or those who intend to work in French speaking countries.

*Nelly Rosenberg*

**RL 331-332 Writing Tutorial I and II (Fall/Spring: 0)**

Offered in conjunction with RL courses beyond the 300 level and by arrangement only. Includes individual work with a writing tutor for students whose written French is in need of improvement.

*The Department*

**RL 335 Fronteras (Fall: 3)**

*Prerequisite:* CCR I or equivalent proficiency with the permission of instructor

**Satisfies Cultural Diversity Core Requirement**

**Satisfies Perspectives on Spanish American inter-disciplinary major.**

**Counts as an elective toward the Hispanic Studies major and minor.**

Borders are geographical, linguistic, cultural, moral and imaginative. This course will explore what happens on all of these frontiers where the U.S. meets Latin America. This course will include histori-

cal, political and literary readings. In order to improve linguistic comprehension elements of comparative linguistics will be introduced. This course can be taken simultaneously with CCR or Naturalmente.

*Kathy Lee*

**RL 360 Littérature et Culture Francophones (Fall: 3)**

**Satisfies Cultural Diversity Core Requirement**

**Conducted in French.**

**Counts as an elective towards the French major.**

Reading works by Francophone writers from North Africa, the Caribbean, Sub-Saharan Africa, and Quebec. This course explores the variety of voices, groups, and societies in Francophone literatures. Intended as an introduction to the literary personality of each area, the course considers issues of history, resistance, identities and race as a response to the legacy of colonial France. The writers whose works will be discussed are the following: Tahar Ben Jelloun, Assia Djebar, Leila Sebbar, Aimé Césaire, Leopold Senghor, Aminata Sow Fall and Anne Hebert.

*Nelly Rosenberg*

**RL 376 Conversational Approach to Contemporary France (Spring: 3)**

**Conducted in French.**

**Counts as an elective towards the French major.**

This course is designed to familiarize students with the political and social features of contemporary France while helping them to develop oral communication skills in French. Using authentic documents (television, videos, films, songs, newspapers and magazines), we will discuss current events and socio-political issues.

*The Department*

**RL 380 Advanced Studies in Language: Translation Workshop**

**(Spring: 3)**

**Offered Periodically**

**Conducted in Italian.**

**Elective for Italian majors and minors.**

The course offers a study of the techniques and art of translation through a variety of texts, both fiction and non-fiction. We will focus on the analysis of the major structural and stylistic differences between Italian and English, as well as lexical nuances and distinctions. Translating from both English and Italian, students will enhance and refine their linguistic skills. This course is strongly recommended for students who wish to improve their proficiency in Italian.

*Cecilia Mattii*

**RL 391 Naturalmente I (Fall/Spring: 3)**

*Prerequisite:* RL 216 or, with the permission of instructor, the equivalent level of proficiency

**Conducted in Spanish.**

**Elective for Hispanic Studies majors and minors.**

**Requirement for Perspectives on Spanish America.**

This is an intensive course in advanced Spanish proficiency. The proficiency goals for this course are the accurate and spontaneous control of the communicative functions associated with narration of the past. Films, videos, and selected cultural and literary readings, all centering on Hispanic immigration in the United States, will form the basis for classroom discussion and essays.

*Kathy Lee (Coordinator)*

*Christopher Wood (Coordinator)*

*The Department*

**RL 392 Naturalmente II: Spanish Proficiency for Advanced Speakers (Fall/Spring: 3)**

*Prerequisite:* RL 391 Naturalmente I, or with permission of the instructor, the equivalent level of proficiency

**Conducted in Spanish.**

This is an intensive course in advanced Spanish proficiency. Enrollment is limited and the course is designed to allow for small group work, debates and other interactive activities. The goals for this course are the accurate and spontaneous control of the communicative functions associated with the subjunctive. Films, videos, and selected cultural and literary readings, all centering on contemporary Latin American politics, will form the basis for classroom discussion and essays.

*Kathy Lee (Coordinator)*

*Christopher Wood (Coordinator)*

*The Department*

**RL 395 Contextos: Introduction to Literary Analysis in Spanish**

**(Fall/Spring: 3)**

**Satisfies Literature Core Requirement**

**Conducted in Spanish.**

**Required for Hispanic Studies majors and minors and priority for enrollment is given to them.**

An introduction to how to read and appreciate texts from Hispanic cultures, Contextos introduces students to necessary terms, strategies, and techniques for studying literary works. Students also acquire essential research skills. The workshop-based learning environment of Contextos facilitates exploration and self-expression through analysis.

*Kathy Lee (Coordinator)*

*Christopher Wood (Coordinator)*

*The Department*

**RL 399 Readings and Research (Fall/Spring: 3)**

*The Department*

**RL 507 Impossible Love in Italian Literature (Fall: 3)**

**Conducted in Italian.**

**Required for Italian major.**

The course topic, "Italian through Fiction and Films," will allow the development of oral and written language skills. Centered on the analysis of short stories and films related to contemporary Italian society, attention will be paid analytical and lexical enrichment. Other sources (articles from the Italian Press, audio-visual programs and the Internet) will provide additional avenues of interpretation.

*Rena A. Lamparska*

**RL 524 The Mystery of the Mafia in Fiction and Film (Fall: 3)**

**Conducted in Italian.**

The class, a demystification of the Mafia, examines its Sicilian roots, history, and the contest between the Italian state and the *Cosa Nostra* in the end of the twentieth century. The social context and costs of *omertà* are explored in several novels and films.

*Laurie Shepard*

**RL 550 In Search of the Meaning of Life: Winners and Losers**

**(Spring: 3)**

**Conducted in Italian**

The course focuses on choices identity and the meaning of life in existential, social, and religious situations. The nature of human passions and behavior will be explored in texts by leading novelists, from Capuana to Maraini, and poets, from D'Annunzio to Quasimodo.

Through the analysis of the protagonists' crises, we seek the deeper implications of their social and psychological nature. Questions include a protagonist's alienation in modern society, the search for one's place in family and society, sacrifice as the ultimate confirmation and defense of one's values, apathy as a response to life's problems, determination in the pursuit of goals.

*Rena A. Lamparska*

**RL 614 The Colonial Imagination: History and Identity in Spanish America (Spring: 3)**

*Prerequisite:* Contextos or permission of instructor

**Conducted in Spanish.**

**Fulfills Latin American pre-1800 major requirement.**

This course provides an overview of texts written from the colonial period to the nineteenth century and their connections to contemporary works. We will focus on the representation of historical actors (conquerors, captives, others) as well as on geographical spaces (city, jungle, pampa) as imaginary regions where history and identity are forged. Readings will be drawn from a variety of genres (historiography, novel, short story, essay, poetry) and will include selections by authors such as: Bernal Díaz, Cabeza de Vaca, El Inca Garcilaso, Rodríguez Freile, Sarmiento, Palma, Gorriti, Paz, Borges, and Garro.

*Sarah H. Beckjord*

**RL 618 Write-On: Advanced Writing Seminar (Spring: 3)**

*Prerequisite:* Contextos, or permission of instructor

**Offered Periodically**

**Conducted in Spanish**

**Counts as an elective toward the Hispanic Studies major and minor and the Perspectives on Spanish America interdisciplinary major.**

This course is designed to improve writing skills through ample practice and the study of grammar, syntax, vocabulary and style. For students who have studied abroad, are able Spanish speakers, or are native speakers of Spanish.

*Dwayne Carpenter*

**RL 627 Passion at Play (Spring: 3)**

*Prerequisite:* Contextos or equivalent.

**Conducted in Spanish.**

**Fulfills the pre-1800 Peninsular requirement for majors.**

In this course, students interrogate the relationship between love and passion, using early modern theater and love poetry as tools. The themes uniting the dramas examined will be love, honor, and death, with particular attention paid to those works in which violence is represented. What would lead a society to sanction such violent behavior in the name of love? To what extent is that definition still engrained in Hispanic culture today? And in our own?

*Elizabeth Rhodes*

**RL 641 We Were There Too: Minorities in Medieval and Renaissance Spain (Fall: 3)**

*Prerequisite:* Contextos or permission of instructor

**Conducted in Spanish.**

**Fulfills pre-1800 requirement in Peninsular Literature for Hispanic Studies majors**

The margins become the center in our text-based analysis of religious, ethnic, and gender minorities in Spain during the twelfth to the seventeenth centuries. Using a variety of literary, artistic, and legal sources, we will explore the role of Muslims, moriscos, Jews, conversos, Protestants, witches, homosexuals and other marginalized groups in

Spanish society. Of particular interest is the role of institutions, including the Church and State-sponsored Inquisition, and their attitudes and policies toward minorities.

*Dwayne Carpenter*

**RL 647 Spanish Short Story since Clarín (Fall: 3)**

*Prerequisite:* Contextos or permission of instructor

**Fulfills post-1800 requirement in Peninsular Literature for Hispanic Studies majors**

A panoramic study of Spanish short fiction since Leopoldo Alas (Clarín). We will study this genre, which achieves its most mature expression in the twentieth century. During the semester, we will analyze a representative sample of writers of both sexes, paying particular attention to modern and postmodern contributions.

*Irene Mizrahi*

**RL 671 Introduction to Hispanic Film: Almodovar and Co (Spring: 3)**

**Cross Listed with FM 471**

**Offered Periodically.**

**Conducted in Spanish.**

An introduction to fundamental components of cinematography and advanced viewing skills, this course seeks to raise the visual literacy of students for use in their everyday lives. Posing important Hispanic films as primary texts, the course illustrates how specific film techniques function in relationship to theme and style, and considers the various ways in which directors address extra-textual topics, such as politics and theology, in their work. Samples of the seven films, studied include *Tristana* (Buñuel), *Carmen* (Saura), *Fresa y chocolate*, (*Alea y Tabío*) Romero (Diugan), *Todo sobre mi madre* (Almodóvar),

*Elizabeth Rhodes*

**RL 698 Honors Research Seminar (Fall/Spring: 3)**

This semester is devoted to defining and researching the thesis. Students will work closely with their thesis director and meet regularly as a group with the Program Coordinator to discuss their work in progress. At the end of the semester students will present a clear statement of their thesis, accompanied by an outline, a bibliography of works consulted, and one chapter.

*Irene Mizrahi*

**RL 699 Honors Thesis Seminar (Fall/Spring: 3)**

This semester is devoted to the writing and completion of the thesis. Students will continue to work closely with their thesis director, and to meet as a group with the program coordinator. Upon submitting the final copy of their thesis, students will make a short oral presentation to the faculty and to other students during the annual reception honoring their achievements.

*Irene Mizrahi*

### *Undergraduate and Graduate Course Offerings*

**RL 427 Studies in Rabelais and Montaigne (Fall: 3)**

*Prerequisites:* Two courses from the following: RL 305, RL 306, RL 307, RL 308, RL 309

**Conducted in French.**

We will be reading selected works of the two great prose writers of the French Renaissance: Rabelais' *Pantagruel* and Montaigne's *Essais*. Some critical writing on these authors will also be considered, including essays by Bakhtine, Auerbach and Starobinski.

*Joseph Breines*

**RL 443 Eighteenth Century French Theater: Staging Philosophy (Fall: 3)**

*Prerequisites:* Two courses from the following: RL 305, RL 306, RL 307, RL 308, RL 309

**Offered Periodically**

**Conducted in French.**

This course examines the controversy surrounding the question of the theater in eighteenth century France. We will focus on the role of the stage in the eighteenth century as a major instrument of philosophical and political propaganda for both the Enlightenment and its adversaries. The dramatic theories of Diderot and Beaumarchais as well as Rousseau's critique of dramatic representation will be studied in the context of the reform of the theater. Plays by Lesage, Voltaire, Marivaux, Diderot, Sedaine and Beaumarchais will be read.

*Ouida Mostefai*

**RL 444 Yearnings of the Heart (Fall: 3)**

*Prerequisite:* Two courses from the following: RL 305, RL 306, RL 307, RL 308, RL 309

Open to advanced undergraduates and graduate students. No previous work in medieval literature required

This course is designed as an introduction to Medieval French Literature focused on a complex and fascinating topic: the multiple desires of the human heart. Medieval writers explore that contradictory and compelling locus in a variety of forms and themes, as they follow the heart's desires from the body to the spirit, in courtly and uncourtly modes, in religious and profane contexts, through the language of love poets, the heroic exploits of knight lovers, and the sacrifice of saints.

*Matilda Bruckner*

**RL 449 Libertinage (Spring: 3)**

*Prerequisite:* Two courses from the following: RL 305, RL 306, RL 307, RL 308, RL 309

**Conducted in French.**

Libertinage in eighteenth century France is characterized by the desire for a radical emancipation from all constraints and the systematic pursuit of pleasure. This course will focus on this cultural and intellectual phenomenon, which has recently received much critical attention. We will trace its evolution and analyze its multiple manifestations in ancien-régime French society: in religion, politics, morals, literature, philosophy and the arts. Readings will include pieces of fiction and philosophy of major authors (Crébillon, Marivaux, Diderot, Laclos, Sade) as well as lesser-known writers. Painters (Boucher, Watteau, Fragonard) and other artists who participated in this important movement will also be studied.

*Ouida Mostefai*

**RL 458 Contes et Nouvelles in the Nineteenth Century (Fall: 3)**

*Prerequisites:* Two courses from the following: RL 305, RL 306, RL 307, RL 308, RL 309

**Conducted in French.**

While devoting proper attention to the general evolution of the conte in the nineteenth century, the course will center on the most significant works of Mérimée, Maupassant, and Daudet.

*Norman Araujo*

**RL 495 Second Language Acquisition (Spring: 3)**

**Cross Listed with SL 378**

**Offered Periodically**

See course description in the Slavic and Eastern Languages Department.

*Margaret Thomas*

**RL 526 Dante's *Divine Comedy* in Translation (Fall: 3)**

**Conducted in English.**

The *Comedy* may be read from many perspectives: it offers an almost encyclopedic presentation of medieval ethics, philosophy and theology, a strong political vision, and some of the most imaginative, stirring and beautiful poetry ever written. The poem redefined literature and language in Italy and throughout Europe. In addition to studying the poem, we will ask why we should read this fourteenth-century masterpiece almost 700 years after Dante set quill to parchment, and how the *Comedy* continues to teach and engage us both intellectually and spiritually.

*Franco Mormando*

*Laurie Shepard*

**RL 572 The Comparative Development of the Romance Languages (Spring: 3)**

*Prerequisite:* Knowledge of one Romance language or Latin

**Conducted in English.**

**Fulfills a requirement for the Masters in Language and Culture.**

Why do the French say "pied," the Italians "piede," and the Spanish "pie"? The class, an introduction to Romance Philology, explores the common and distinctive linguistic features of Spanish, French and Italian, as well as the historical and cultural contexts in which each language developed. The second part of the course is dedicated to an examination of three early texts, one from each of the languages.

*Laurie A. Shepard*

**RL 597 Foreign Language Pedagogy (Fall: 3)**

**Cross Listed with ED 303**

**Conducted in English.**

**This course can count as an elective for the French, Italian or Hispanic Studies majors, but not for the minors.**

This course introduces students to research in second-language acquisition and assessment while providing ample opportunity to put into practice what is taught. Emphasis is placed on developing classroom techniques and lesson plans for teaching to meet the five standards of communication, culture, connections, comparison, and community. Students are introduced to professional organizations, observe actual classes, and evaluate materials (electronic, audio, video, and print). Students will learn about the Massachusetts State Frameworks for foreign language education. This course is particularly recommended for students who plan to teach a foreign language and fulfills the Massachusetts licensure requirement methods in foreign language education.

*Kathy Lee*

**RL 646 Autobiography: Searching for the Latin American "I" (Fall: 3)**

*Prerequisite:* Contextos or permission of instructor.

**Conducted in Spanish.**

**Offered Periodically**

**Fulfills post-1800 requirement in Latin American Literature for Hispanic Studies majors.**

This course will look at a genre that although firmly established in other languages has received little canonical consideration in Spanish

in spite of the insights that it offers on the process of nation building. We will look at a series of texts concerned with the private and public spheres. From Domingo Faustino Sarmiento and Francisco Manzano to Pablo Neruda and Victoria Ocampo we will explore the intermittent construction of self and nation in twentieth century Spanish America.

*Ernesto Livon-Grosman*

**RL 648 Literature of Cultural Migration in the Americas (Fall: 3)**

*Prerequisite:* Contextos or permission of instructor

**Conducted in Spanish.**

**Offered Periodically**

**Fulfills pre-1800 requirement in Latin American literature for Hispanic Studies majors.**

Ever since Columbus, the culture and literature of the Americas has been forged by the conflictive and yet rich mixing of peoples and cultures. In this course we will focus on three regions: the Caribbean, the Andes, and Latinos in the United States, basing our inquiry on major literary texts spanning the colonial to modern periods, as well as sources in music and film, as we seek to grapple with questions of coloniality and modernity, transculturation and assimilation, in an increasingly global world.

*Sarah Beckjord*

**RL 696 Questing Mysteries: A Course on Recent Spanish American Film (Spring: 3)**

*Prerequisite:* Contextos or permission of instructor

**Conducted in Spanish.**

**Offered Periodically**

**Fulfills post-1800 requirement in Latin American literature for Hispanic Studies majors.**

This course explores Latin American mystery films in order to expose shared concerns about politics, race and culture. Special attention will be given to the rhetorical construction of suspense as well as the acquisition of film criticism. Readings will be mostly in Spanish with some in English. This course requires that, in addition to critical readings, students watch movies twice outside class time in preparation for class discussion.

*Ernesto Livon-Grosman*

**RL 821 I ritratti femminili nella letteratura italiana (Fall: 3)**

**Conducted in Italian.**

We will examine portrayals of women in modern and contemporary Italian literature from Verga to Morazzoni, and discuss these representations in relation to the place and role of woman in the changing social landscape and intellectual life of the times. Attention will be brought to the question of freedom, love, and women's positions in the family and society. We will also focus on the literary convention authors write within and against; the stylistic strategies of dramatizing the protagonists individual identities, and whether we can distinguish between points of view in depiction of women protagonists by male and female authors.

*Rena A. Lamparska*

***Graduate Course Offerings***

**RL 065 Intensive Reading in French (Summer: 1)**

The course objectives are (1) to develop the ability to read French readily and accurately through the study of grammatical structures and vocabulary; (2) to develop techniques for the reading of French-language material; and (3) to provide practice in the translation of French texts in general and of texts related to the students' major fields of study

and research. This course may be taken for a grade, for pass/fail, or may be audited (as a registered auditor). Students desiring a pass/fail grade must file this grading preference with the Graduate School of Arts and Sciences.

*The Department*

**RL 499 College Teaching of Foreign Languages (Fall: 1)**

**Conducted in English.**

This course introduces students to foreign language pedagogy. Although theory in Second Language Acquisition research will be discussed, the emphasis will be on teaching. Upon completion of this course students will be better able to construct communicative lessons, gain an understanding of major tenets in SLA, and be familiar with professional journals and organization. Students will also be able to better present themselves in an interview situation for a teaching position at all levels of instruction. Students will also learn about groups at BC that provide assistance to students.

*Debbie Rusch*

**RL 704 Explication de textes (Fall: 3)**

**Conducted in French.**

**First-year masters' candidates in French are very strongly encouraged to enroll in this course as an introduction to graduate studies in literature.**

This course offers graduate students an advanced introduction to the practice of close reading and textual analysis in the French mode. A variety of shorter works and excerpts selected from a wide chronological and generic spectrum will be used to help students read texts analytically and organize their commentaries effectively. Students will have the opportunity to work extensively on their written French and to discuss their progress during regular consultations with the instructor.

*Stephen Bold*

**RL 780 Readings in Theory (Spring: 3)**

**Cross Listed with EN 780, PL 780**

**Conducted in English.**

**For graduate students.**

**Open to undergraduates with permission of instructor only.**

**Fulfills a Ph.D. requirement in Romance Languages and Literatures.**

This course is organized as an introduction to the reading of literary theory for graduate students in various disciplines. Its aim is to develop in students an awareness and sensitivity to the specific means and ends of interpreting literary and extra-literary language today. The course seeks to provide students with a basic familiarity with some of the most formative linguistic, anthropological, philosophical, and literary antecedents of the diverse and often contentious theoretical models occupying, some would say, plaguing, the contemporary literary critical scene. Readings from Saussure, Lévi-Strauss, Jakobson, Barthes, Lacan, Ricoeur, Geertz, Clifford, Austin, Derrida, and de Man, among others included.

*Kevin Newmark*

**RL 799 Readings and Research (Fall/Spring: 3)**

*The Department*

**RL 820 Advanced Writing (Spring: 3)**

**Conducted in Italian.**

**The course is also open to advanced level undergraduates.**

Designed as a "laboratorio di scrittura," this course aims at enhancing and refining students' critical writing through the analysis of

a variety of literary texts and critical essays. In the corrective process (each assignment requires two drafts), special emphasis will be placed on linguistic structures as well as lexical and stylistic choices.

*Cecilia Mattii*

**RL 830 Rome in the Age of Bernini (Fall: 3)**

**Conducted in Italian.**

An interdisciplinary study of Italian literature and culture, focusing on the city of Rome during the age of Gian Lorenzo Bernini (1598-1680), the glorious era of the Baroque. Against the backdrop of the political and institutional crises and social-religious metamorphoses of the period, we will explore the fertile and intimate inter-relationship between literature (elite and popular, sacred and profane) and the arts, both visual and performing.

*Franco Mormando*

**RL 840 Il teatro di Carlo Goldoni (Spring: 3)**

**Conducted in Italian.**

Il seminario si propone di analizzare aspetti della poetica teatrale del Settecento italiano presentati nel pensiero teorico del tempo (Caloprese, Muratori, Gravina, Metastasio, Alfieri) e nella produzione drammatica (Maffei, Alfieri, Goldoni). Tra i temi discussi si troverà la questione dell'evolversi delle categorie antiche quali il "fato" o la "catarsi." Nell'esame della tragedia alfieriana cercheremo d'identificare aspetti del neoclassicismo preromantico, il carattere della "invenzione", il linguaggio e lo stile tragico; in Goldoni cercheremo l'essenza della sua riforma del teatro comico. Nello studio del teatro dell'attore ovvero della Commedia dell'Arte cercheremo di confrontare la visione goldoniana di quest'attività con le prospettive critiche.

*Rena A. Lamparska*

**RL 880 Ph.D. Thesis Seminar (Fall/Spring: 1)**

**For Ph.D. students only**

This bimonthly seminar provides Ph.D. students with a forum in which to discuss their works in progress.

*Laurie A. Shepard*

**RL 888 Interim Study (Fall/Spring: 0)**

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

*Harry L. Rosser*

**RL 901 Advanced Textual Analysis in Spanish (Fall: 3)**

**Conducted in Spanish.**

**Required of all beginning graduate students in Hispanic Studies.**

An intensive writing workshop designed to improve students' skills in textual analysis, this course includes the practice of various types of professional writing: summaries, critical analyses, book reviews, as well as oral presentations. Students confront a sophisticated range of critical terms from the fields of linguistics and critical theory, and practice using those terms. Class members engage in peer review, summarize critical readings, and conduct advanced bibliographic research.

*Irene Mizrahi*

**RL 903 Travel Literature in Latin America (Fall: 3)**

**Conducted in Spanish.**

The course examines Latin American as well as European travel narratives and their contribution to the process of national representation. Special attention will be given to the different ways in which travelers inscribed the landscape as a cultural institution. Readings include

travel accounts by Antonio Pigafetta, Charles Darwin, Florence Dixie, Domingo Faustino Sarmiento, Francisco P. Moreno, Claude Levi-Strauss and critical texts by Roland Barthes, Tzvetan Todorov and Joan-Pau Rubiés among others.

*Ernesto Livon-Grosman*

**RL 905 History of the Spanish Language (Spring: 3)**

**Conducted in Spanish.**

**Required for Ph.D. in Hispanic Studies**

This course focuses on the evolution of medieval Spanish from Latin. Although primary attention will be given to the period from 1000 to 1500, later linguistic developments will also be studied. The course is divided into two main parts: phonology and morphology, with a brief look at dialectology. There will be abundant exercises to supplement the lectures. Students will benefit from having at least some acquaintance with Latin.

*Dwayne E. Carpenter*

**RL 913 Medieval Spanish Literature (Fall: 3)**

**Conducted in Spanish.**

Chronologically broad, politically chaotic, and religiously charged, the Spanish Middle Ages is also a literary cornucopia, abounding in epic poetry, oriental folktales, gaming treatises, ballads, erotic poetry, and novelistic stirrings. While gaining an overview of the entire literary spectrum, students will pay particular attention to the *Poema de mio Cid*, *Libro de buen amor*, and *Celestina*. The works' social, artistic, and historical context will be considered in detail.

*Dwayne E. Carpenter*

**RL 955 Baroque Literary Culture of Spanish America (Spring: 3)**

**Conducted in Spanish.**

A close study of major Spanish American works of the seventeenth century with special emphasis on Sor Juana. We will begin with a review of important twentieth century statements concerning the nature and importance of the "barroco de Indias" and baroque culture in general as a framework for our readings. Texts will be drawn from a variety of genres, including poetry, narrative, theater, and historiography, and we will read them with an eye to common themes and stylistic concerns, from strategies of self-portrayal (revelation, apology, disguise) to explorations of the "criollo" world and also imaginative attempts to escape from its strictures.

*Sarah Beckjord*

**RL 966 Contemporary Spanish Drama (Spring: 3)**

**Conducted in Spanish.**

This course offers an intense examination of post-Civil War Spanish theater. We will discuss the dramatic structure, stagecraft and thematic content of ten plays written by exemplary figures, such as Buero Vallejo, Sastre, Arrabal, Olmo, Gala, Nieva, and Sanchis Sinisterra. Special attention will be given to the national context, including the experience of dictatorship, transition and democracy.

*Irene Mizrahi*

**RL 982 The Art of the Short Story: The Latin American Trajectory (Fall: 3)**

**Conducted in Spanish.**

Beginning with the elements of oral tradition, reflected in early writings, the development of the genre of the short story will be traced to the present. Attention will be given to major literary currents and their effects on form and content.

*Harry L. Rosser*

**RL 998 Doctoral Comprehensive (Fall/Spring: 1)**

A 1-credit, tuition-based course for students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculated student for the one or two semesters used to prepare for the Comprehensive. This course is non-graded.

*Harry L. Rosser*

**RL 999 Doctoral Continuation (Fall/Spring: 1)**

A 1-credit, tuition-based course for all students who have been admitted to Ph.D. candidacy. Students are required to register and pay the tuition for Doctoral Continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation. This course is non-graded.

*Harry L. Rosser*

**Slavic and Eastern Languages**

**Faculty**

**Lawrence G. Jones**, *Professor Emeritus*; A.B., Lafayette College; M.A., Columbia University; Ph.D., Harvard University

**Maxim D. Shraye**, *Professor*; Chairperson of the Department; B.A., Brown University; M.A., Rutgers University; M.A., M.Phil., Ph.D., Yale University

**Cynthia Simmons**, *Professor*; A.B., Indiana University; A.M., Ph.D., Brown University

**Michael J. Connolly**, *Associate Professor*; A.B., Boston College; Ph.D., Harvard University

**Margaret Thomas**, *Associate Professor*; B.A. Yale University; M.Ed., Boston University; A.M., Ph.D., Harvard University

**Li Zhuging**, *Adjunct Associate Professor*; B.A., Zhongshan University; M.A., Georgetown University; M.A., Ph.D., University of Washington

**Mariela Dakova**, *Adjunct Assistant Professor*; Ph.D., University of Alberta

**Contacts**

- Administrative Secretary: Demetra Parasirakis, 617-552-3910, demetra.parasirakis@bc.edu
- Website: <http://www.bc.edu/slavic/>

**Undergraduate Program Description**

The Department administers undergraduate majors in Linguistics, Russian, and Slavic Studies, as well as minor programs in Linguistics, Russian, and East European Studies. Each major program requires at least ten one-semester courses at upper-division levels. Departmental honors require successful completion of honors comprehensive requirements, posted at:

- <http://fmwww.bc.edu/SL/KP-RS.html>
- <http://fmwww.bc.edu/SL/KP-SL.html>

The Department maintains listings of related courses from other departments that satisfy various program requirements. Substitutions and exemptions from specific program requirements, as well as the application of courses from other institutions, require express permission from the Chairperson.

Students fulfilling the undergraduate Core requirement in Literature should consider Core offerings taught by members of the Department under the title SL 084 (EN 084) Literatures of the World.

**Major in Linguistics**

The focus of the Linguistics program does not lie alone in the acquisition of language skills, but rather in learning to analyze linguistic phenomena with a view toward making significant generalizations about the nature of language.

Students majoring in Linguistics build their programs around a specific area of emphasis. A program of study tailored to the individual student's interests and goals is designed in consultation with the faculty. Typical areas of emphasis include philology (the historical and comparative study of ancient languages), psycholinguistics, and language acquisition. A major in Linguistics prepares students for a wide array of careers including education, law, publishing, speech pathology, government service, and computer science.

- SL 311 General Linguistics
- SL 344 Syntax and Semantics
- SL 367 Language and Language Types
- Two courses of a philological nature on the detailed structure of a language; see listing of courses at <http://fmwww.bc.edu/SL/KP-LG.html>
- Five additional courses drawn from Departmental offerings, supplemented by approved language-related courses in other departments

Linguistics majors should have proficiency in one foreign language and competence in at least one other language at a level appropriate to their career plans. Some exposure to a non-Indo-European language is desirable (e.g., Chinese, Japanese, Korean, Hebrew—all of which are taught within the Slavic and Eastern Languages Department). Students who wish to pursue Departmental Honors must register in their final semester for SL 401 A.B. Comprehensive: Linguistics.

**Major in Russian**

The normal program for the major in Russian concentrates on acquiring advanced proficiency in the language and the ability to comprehend and analyze important aspects of Russian literature and culture.

The requirements for majors in Russian are as follows:

**Track 1. Russian Language and Literature (ten courses)**

- Three (3) courses in Russian grammar, composition and stylistics beyond the intermediate level
- Three (3) courses in Russian literature, including one pre-twentieth century and one post-nineteenth century
- One (1) course in Russian linguistics (The Structure of Russian, Early Slavic Linguistics and Texts, Old Church Slavonic, or Old Russian)
- Three (3) electives in Russian literature or advanced Russian linguistics (list of approved courses posted at Department website)

**Track 2. Russian Culture and Civilization (ten courses)**

- One (1) course in Russian Civilization
- Two (2) courses in Russian beyond the intermediate level
- Two (2) courses in Russian literature
- Five (5) electives from Slavic offerings, of which at least three (3) must be in Russian literature or culture or social sciences

The Department also recommends at least two courses from related areas in other departments, e.g., in Russian history, art, political science, economics, philosophy, or theology.

**Major in Slavic Studies**

The interdisciplinary major in Slavic Studies provides broadly based training in scholarship about Russia and the nations of Eastern Europe. The normal program for this major requires the following:

- Two (2) courses in a Slavic language at or above the intermediate level
- One (1) course in Slavic civilizations
- Two (2) courses in a Slavic literature
- Two (2) courses in Slavic history or social sciences
- Three (3) electives in general Slavic studies

#### Minor in Asian Studies

For information concerning the Asian Studies minor, contact the Director, Prof. Kenji Hayao, in the Political Science Department.

#### Minor in East European Studies

- One (1) introductory course: either Russian Civilization (SL 284) or Slavic Civilizations (SL 231)
- One (1) additional course in Russian or East European history or politics
- Two (2) courses in Russian or another East European language at or above the intermediate level
- Two (2) approved elective courses from related areas such as: art history, economics, film studies, literature or language, philosophy, or theology. One of these electives may be a directed senior research paper on an approved topic.

For more information on the minor in East European Studies, contact Prof. Cynthia Simmons.

#### Minor in Linguistics

This departmental minor requires a minimum of six (6) approved one-semester courses:

- 1 course SL 311/EN 527 General Linguistics
- 1 course SL 344/EN 392 Syntax and Semantics
- 2 courses on philological topics
- 2 courses on general linguistic topics

#### Minor in Russian

- Two (2) courses in Russian at or above the intermediate level
- Two (2) courses in Russian literature; one pre-twentieth century and one post-nineteenth century
- Two (2) courses in Russian literature or linguistics

#### BC St. Petersburg Program

The Department offers a program of upper-division courses in St. Petersburg with the participation of colleagues from such prestigious academic institutions as the Institut russkoj literatury (Pushkinskij dom) of the Russian Academy of Sciences. Boston College undergraduate tuition covers up to five courses per semester in this program, private room and board in a Russian family, a cultural activity program, and Russian peer tutors. Details on this study program are available from the Department. Course work is in Russian and requires prior language preparation through the high-intermediate level.

#### English for Foreign Students

The Department offers a number of linguistics courses for training teachers of English to foreign students.

The Department of English offers elective and core-level courses of English language and literature for foreign students enrolled at Boston College (EN 117-120).

#### Information for Study Abroad

The Slavic and Eastern Languages Department requires, in general, at least two years of language study, in addition to coursework (tailored to the individual student's program of study) that would provide

cultural orientation. Since the Department offers a wide-variety of majors, there is no particular limit as to how many courses taken abroad will be allowed for major credit.

Individual programs of study are arranged according to the types of instruction available, and the student's goals and background.

The Department oversees a program in St. Petersburg, Russia, which is administered through the staff of the Dostoevsky Museum. The faculty and staff arrange other courses, if necessary, through a network of scholars at other institutions. Students majoring in Linguistics may profit from any number of study-abroad opportunities, depending on the specific language(s) they elect to focus on. Students majoring in Asian Studies have participated to great advantage in a variety of different study-abroad opportunities in Japan, the People's Republic of China, the Republic of China, Korea, and other nations of Asia.

Junior year is the most popular time to study abroad, but seniors have done so successfully as well. All Slavic and Eastern Languages majors should obtain department course approval before going abroad. For the St. Petersburg program, students should meet with Professor Maxim D. Shrayer. For other programs, see the Director of Undergraduate Studies (M. J. Connolly) or Maxim D. Shrayer, Chairperson. In all cases, students should consult with the relevant faculty members, depending on their language and area of expertise (e.g., students planning to study in Japan should consult with the Japanese teaching faculty; students going to the Balkan area should consult with faculty in Slavic Studies, etc.).

### Graduate Program Description

#### Program Overview

The Department administers three different Master of Arts degree programs:

- Russian Language and Literature
- Slavic Studies
- General Linguistics

Additionally, the Department participates in a program for the Master of Arts in Teaching (M.A.T.) with the Lynch School of Education.

Each semester the Department offers a program of high-level graduate courses in St. Petersburg, administered through the Dostoevsky Museum. Full-time Boston College graduate tuition covers four courses in this program, private room and board with a Russian family, and a full cultural activity program. Details on this BC study/research program are available from the Department or at <http://fmwww.bc.edu/sl/KP-IRLgr.html>.

Each summer the Department offers in St. Petersburg a program of two concurrent six-week graduate-level courses on Dostoevskij for qualified post-graduate undergraduates. Tuition for two Boston College graduate courses also covers private room and board with a Russian family and a full cultural activity program. Details on this BCL study/research program are available from the Department or at <http://fmwww.bc.edu/sl/KP-Dost.html>

#### Graduate Admission

For admission to M.A. candidacy in Russian or Slavic Studies, students must be able to demonstrate a working knowledge of the Russian language equivalent at the very least to the proficiency expected at the end of three years (advanced level) of college study. They must also be acquainted with the major facts of Russian literature and history.

Students applying in Linguistics, a program that stresses structural, semiotic, and philological techniques with an emphasis on the interdisciplinary nature of linguistics (i.e., not restricted to Slavic topics), should have a good preparation in languages, modern and ancient, some undergraduate-level work in linguistics, and have done introductory work in the intended areas of concentration (e.g., psychology, speech therapy, mathematics).

Slavic Studies and Linguistics programs involve a significant proportion of work in other departments of the University, and candidates in these areas are expected to meet all prerequisites for such courses and seminars.

Students must also be prepared, in the course of studies, to deal with materials in various languages as required.

Students with an undergraduate degree who require preparation for admission to the M.A. program may apply as special students. This mode of application is also suited to those who are looking for post-undergraduate courses without enrolling in a formal degree program and for guests from other universities who are enrolling in the BC St. Petersburg program or Dostoevsky summer program.

#### Degree Requirements

All M.A. programs require:

- A minimum of ten one-semester courses (30 credits) in prescribed graduate-level course work
- Three qualifying examinations, which a student must have passed by the end of the first year of full-time study or its equivalent
- Two special field examinations
- A supervised research paper of publishable quality on an approved topic

The grades for the qualifying examinations, special-field examinations, and the research paper are reported to the Office of Student Services as a single comprehensive examination grade. Comprehensive examination sectors are in written or oral format, depending on the nature of the subject matter.

The Department has exemption procedures to allow limited substitution of requirements. A student may apply up to two courses (six credits) of advanced work from other universities or research institutes toward program requirements, provided this work has not been previously applied to an awarded degree.

#### English for Foreign Students

The Department offers a number of linguistics courses for training teachers of English to foreign students.

The Department of English offers elective and core-level courses of English language and literature for foreign students enrolled at Boston College (EN 117-120).

#### Course Information

Courses below SL 300 do not normally apply for graduate degree credit but are open to interested graduate and special students.

#### Undergraduate Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at <http://www.bc.edu/courses/>.

#### SL 003 Elementary Russian I (Fall: 4)

A course for beginners which stresses thorough training in Russian grammar, accompanied by reading exercises and elementary composition. Additional conversation and language-laboratory work required. The course continues in second semester as SL 004.

*Elena Lapitsky*

#### SL 004 Elementary Russian II (Spring: 4)

*Prerequisite:* SL 003 Elementary Russian I, or equivalent

The second semester of a course for beginners which stresses thorough training in Russian grammar, accompanied by reading exercises and elementary composition. Additional conversation and language-laboratory work required.

*Elena Lapitsky*

#### SL 009 Elementary Chinese I (Fall: 4)

An introduction to the fundamentals of modern Chinese (Mandarin *putonghua*) grammar and vocabulary. Exercises in pronunciation and sentence structure, development of basic conversation, reading, and character writing skills. Additional language laboratory work required. This course continues in second semester as SL 010.

*The Department*

#### SL 010 Elementary Chinese II (Spring: 4)

*Prerequisite:* SL 009 or equivalent

The second semester of an introduction to the fundamentals of modern Chinese (Mandarin *putonghua*) grammar and vocabulary. Exercises in pronunciation and sentence structure; development of basic conversation, reading, and character writing skills. Additional conversation practice and language laboratory work required.

*The Department*

#### SL 017 Elementary Arabic I (Fall: 4)

An introduction to the study of literary and formal spoken Arabic. The course is designed to develop simultaneously the fundamental skills: reading ability, aural comprehension, oral and written self-expression. Exercises in pronunciation, grammar and reading. Additional conversation practice and language laboratory work required. This course continues in second semester as SL 018.

*Atef Ghobrial*

#### SL 018 Elementary Arabic II (Spring: 4)

*Prerequisite:* SL 017 or equivalent

This course is a continuation of SL 017, a first-semester course. Students should not enroll in SL 018 unless they have spoken with the instructor first.

*Atef Ghobrial*

#### SL 023 Elementary Japanese I (Fall: 4)

An introduction to the study of Modern Japanese. The course is designed to simultaneously develop the fundamental skills of reading ability, aural comprehension, oral and written self-expression. This course continues in second semester as SL 024.

*Kazuko Oliver*

#### SL 024 Elementary Japanese II (Spring: 4)

*Prerequisite:* SL 023 or equivalent

The continuation of an introduction to the study of Modern Japanese. The course is designed to develop simultaneously the fundamental skills: reading ability, aural comprehension, oral and written self-expression.

*Kazuko Oliver*

#### SL 031 Introduction to Korean I (Fall: 3)

An introduction to the study of Modern Korean. The course develops the four fundamental skills of reading ability, aural comprehension, and oral and written expression through exercises in

pronunciation, grammar, and reading. An additional language laboratory drill is available. This course continues in second semester as SL 032.

*Hyang-sook Yoon*

**SL 032 Introduction to Korean II (Spring: 3)**

*Prerequisite:* SL 031 or equivalent

The second semester of an introduction to the study of Modern Korean. The course develops the four fundamental skills: reading ability, aural comprehension, and oral and written expression. Exercises in pronunciation, grammar and reading. Additional language laboratory drill available.

*Hyang-sook Yoon*

**SL 035 Introduction to Bulgarian I (Fall: 3)**

A course for beginners in standard modern Bulgarian intended to develop reading, writing, and speaking abilities as well as to introduce the students to Bulgarian culture. The study of language structure is based on comparisons with English and Slavic languages. The course provides a basis for further work in translation and composition and continues in second semester as SL 036.

*Mariela Dakova*

**SL 036 Introduction to Bulgarian II (Spring: 3)**

*Prerequisite:* SL 035 or equivalent

Continuation of course work in modern Bulgarian with extensive practice in conversation and composition. Students who complete this course qualify for free tuition, room and board at the Summer Language and Culture Program at Sofia University, Bulgaria.

*Mariela Dakova*

**SL 037-038 Introduction to Hebrew I and II (Fall/Spring: 3)**

**Cross Listed with TH 037**

*Prerequisite:* SL 037/TH 037 or equivalent

*Corequisite:* TH 037-038

**The course continues in second semester as SL 038**

A course for beginners in Hebrew, with attention to both Biblical and modern Israeli Hebrew. The course is intended to develop the ability to read the Hebrew Bible and other Hebrew prose and poetry and to set a foundation for both conversational and compositional skills.

*Zehava Carpenter*

**SL 045 Continuing Bulgarian I (Fall: 3)**

*Prerequisite:* SL 036 or equivalent

**Completion of this course satisfies the undergraduate language-proficiency requirement**

The course is designed to develop active language skills through intensive communication exercises and translation. It provides a review of major difficulties in Bulgarian grammar and broadens the work in translation by including a range of Bulgarian styles. The course continues in second semester as SL 046.

*Mariela Dakova*

**SL 046 Continuing Bulgarian II (Spring: 3)**

*Prerequisite:* SL 045 or equivalent

**Completion of this course satisfies the undergraduate language-proficiency requirement**

Advanced discussion of the complexity of Bulgarian structure along with an intensive practice in translation and communication.

*Mariela Dakova*

**SL 051 Intermediate Russian I (Fall: 4)**

*Prerequisite:* SL 004 or equivalent

*Corequisite:* SL 055

A review of major difficulties in Russian grammar with extensive practice in reading, translation, paraphrase, and analysis of selected Russian texts. Additional conversation practice required. This course continues in second semester as SL 052.

*Elena Lapitsky*

**SL 052 Intermediate Russian II (Spring: 4)**

*Prerequisite:* SL 051 or equivalent

*Corequisite:* SL 056

**Completion of this course satisfies the undergraduate language proficiency requirement**

The second semester of a review of major difficulties in Russian grammar with extensive practice in reading, translation, paraphrase and analysis of selected Russian texts.

*Elena Lapitsky*

**SL 055 Intermediate Russian Conversation I (Fall: 0)**

*Corequisite:* SL 051

All students registered in SL 051 Intermediate Russian I must also choose a section of this corequisite drill.

*Elena Lapitsky*

**SL 056 Intermediate Russian Conversation II (Spring: 0)**

*Corequisite:* SL 052

All students registered in SL 052 Intermediate Russian II must also choose a section of this corequisite drill.

*Elena Lapitsky*

**SL 061 Intermediate Chinese I (Fall: 4)**

*Prerequisite:* SL 010 or equivalent

Continuation of course work in spoken and written modern Chinese (Mandarin *putonghua*) with extensive practice in listening, speaking, reading, and writing, as well as the development of specialized vocabularies and cultural dimensions. This course continues in second semester as SL 062.

*Hu Ying*

**SL 062 Intermediate Chinese II (Spring: 4)**

*Prerequisite:* SL 061

**Completion of this course satisfies the undergraduate language-proficiency requirement**

The second semester of a continuation of course work in spoken and written modern Chinese (Mandarin *putonghua*).

*Ying Hu*

**SL 063 Intermediate Japanese I (Fall: 4)**

*Prerequisite:* SL 024 or equivalent

Continuation of course work in spoken and written Japanese with extensive practice in listening, speaking, reading, and writing. This course continues in second semester as SL 064.

*Makoto Takenaka*

**SL 064 Intermediate Japanese II (Spring: 4)**

*Prerequisite:* SL 063 or equivalent

**Completion of this course satisfies the undergraduate language-proficiency requirement**

The second semester of a continuation of course work in spoken and written Japanese with extensive practice in listening, speaking, reading, and writing.

*Makoto Takenaka*

**SL 075 Continuing Korean I (Fall: 3)**

*Prerequisite:* SL 032 or equivalent

**Conducted mostly in Korean. Completion of this course satisfies the undergraduate language-proficiency requirement**

Continuation of course work in reading and writing literary Korean, with coextensive conversation practice. This course continues in second semester as SL 076.

*Hyang-sook Yoon*

**SL 076 Continuing Korean II (Spring: 3)**

*Prerequisite:* SL 075 or equivalent

**Conducted mostly in Korean. Completion of this course satisfies the undergraduate language proficiency requirement.**

The second semester of a continuation of course work in reading and writing literary Korean, with coextensive conversation practice.

*Hyang-sook Yoon*

**SL 089 Intermediate Arabic I (Fall: 4)**

*Prerequisite:* SL 018 or equivalent

**Conducted mostly in Arabic**

Continuation of course work in reading and writing literary Arabic with coextensive conversation practice. This course continues in second semester as SL 090.

*Atef Ghobrial*

*Franck Salameh*

**SL 090 Intermediate Arabic II (Spring: 4)**

*Prerequisite:* SL 089 or equivalent

**Conducted mostly in Arabic. Completion of this course satisfies the undergraduate language-proficiency requirement**

The second semester of a course which continues work in reading and writing literary Arabic, with coextensive conversation practice.

*Atef Ghobrial*

*Franck Salameh*

**SL 091-092 Biblical Hebrew I and II (Fall/Spring: 3)**

**Cross Listed with TH 582-583**

See course description in the Theology Department.

*Jeffrey Geoghegan*

*Avi Winitzer*

**SL 157 Praktika russkoj rechi I (Fall: 3)**

*Prerequisite:* SL 052 equivalent

**Conducted in Russian.**

A special practicum for the development of active skills in Russian. Extensive vocabulary work, grammar drills, conversation, *pereskaz*, and composition. This course continues in second semester as SL 158.

*The Department*

**SL 158 Praktika russkoj rechi II (Spring: 3)**

*Prerequisite:* SL 157 or equivalent

**Conducted in Russian**

**Completion of this course satisfies the undergraduate language-proficiency requirement**

The second semester of a special practicum for the development of active skills in Russian. Extensive vocabulary work, grammar drills, conversation, *pereskaz* and composition.

*The Department*

**SL 167 Nihon no kokoro I (Fall: 3)**

*Prerequisite:* SL 064 or equivalent

**Conducted in Japanese.**

A special practicum in Japanese which takes post-intermediate students to the heart of Japanese language and culture. Honorifics and conjugation patterns; dialects, *kanji*, and untranslatable expressions; reading literature, including poetry and folk tales; catching the essence of a newspaper article; understanding videos, *anime*, and popular culture; business vocabularies and situations; interviews; auditions; resumes, official letters; greetings; and forms of courtesy.

*Makoto Takenaka*

**SL 168 Nihon no kokoro II (Spring: 3)**

*Prerequisite:* SL 167 or equivalent

**Conducted in Japanese.**

The second semester of a special practicum for the development of active skills in Japanese language and culture.

*Makoto Takenaka*

**SL 205 Tolstoy and Dostoevsky (in translation) (Fall: 3)**

**Cross Listed with EN 303**

**Conducted entirely in English.**

**Offered Periodically**

A comparative study of two giants of world literature, with their opposing perceptions of reality, art, and civilization. A reading of their principal novels and short prose, with a focus on psychological, moral, and religious questions and in light of twentieth-century literary theory.

*Cynthia Simmons*

**SL 222 Classics of Russian Literature (in translation) (Fall: 3)**

**Cross Listed with EN 227**

**Offered Periodically**

**Conducted entirely in English.**

A survey of selected major works, authors, and movements in Russian literature from the twelfth century up to the Russian Revolution, with emphasis on the nineteenth century and works by Pushkin, Gogol, Tolstoy, Dostoevsky, and Chekhov.

*The Department*

**SL 231 Slavic Civilizations (Fall: 3)**

**Offered Periodically**

A survey of various parameters of cultural identity (folklore, religion, language, arts) among the Slavic peoples, from their early shared history and culture, through the Slavic diaspora, to the current interconnectedness of the Slavs of Central, Eastern, and Southeastern Europe.

*Mariela Dakova*

**SL 245 Advanced Chinese I (Fall: 3)**

*Prerequisite:* SL 062 or equivalent

**Offered Periodically**

Students will continue to learn Chinese grammar, phrases, patterns and sentence structure with extensive practice in reading, conversation, and composition. Students will learn the texts including articles, short stories, poetry, etc. This course will give students better understanding of the Chinese language and culture.

*Ying Hu*

**SL 246 Advanced Chinese II (Spring: 3)**

*Prerequisite:* SL 245 or equivalent

The second semester of a continuation of course work on the functional usage of the Chinese language.

*Ying Hu*

**SL 251 Advanced Arabic I (Fall: 3)***Prerequisite:* SL 090 or equivalent

The goal of this course is to increase the student's knowledge of the Arabic language and culture via a communication-based approach. Therefore, the emphasis will be placed on functional usage of the language and on communication in context rather than on the conscious learning or memorization of grammatical rules. Therefore, the acquisition of all language skills, listening comprehension, speaking, reading and writing, as well as grammatical structures, will be based on application rather than explanation. Continued in second semester as SL 252.

*Franck Salameh***SL 252 Advanced Arabic II (Spring: 3)***Prerequisite:* SL 251 or equivalent

The second semester of a continuation of course work on the functional usage of the Arabic language.

*Franck Salameh***SL 262 Gods and Heroes in Far Eastern Literatures (in translation) (Spring: 3)****Satisfies Cultural Diversity Core Requirement****All readings in English translation**

An examination, through illustrative readings in East Asian masterworks and through an accompanying analysis, of heroic and divine dimensions in the literary traditions of the major East Asian cultures, of how the Far East understands the Divine and the Human, of how these interact on the battlefield, in the rise and fall of governments, and in the tensions between individual and society.

*Li Zhuqing***SL 263 Far Eastern Civilizations (Fall: 3)****Required for Asian Studies minors****Satisfies Cultural Diversity Core requirement****All readings in English translation**

An overview of the modern and ancient cultures of the Far East with emphases on China, Japan, and Korea through selected illustrative topics from history and politics, social structures and economy, philosophy and religion, language and literature, and to some extent, art and archaeology.

*Li Zhuqing***SL 272 War and Peace in Yugoslavia (Fall: 3)****Satisfies Cultural Diversity Core Requirement****Offered Periodically**

A study of the numerous differences—ethnic, religious, historical, and linguistic—that have characterized the former Yugoslavia as an area situated at the crossroads of east and west as they have been reflected in major literary works and one socio-historical source (on the Yugoslav wars). A consideration of the influence of literature on the conflicting concepts of nationalism and multi-ethnicity.

*Mariela Dakova**Cynthia Simmons***SL 286 Exile and Literature (Fall: 3)****Cross Listed with EN 252****Offered Periodically****Satisfies Cultural Diversity Core requirement.****All readings and classes are in English.**

Vladimir Nabokov once stated: "All writers emigrate to their art and stay therein." Is this equally true for exiles from Eastern and Central Europe, Latin and North America, the Caribbean, India?

What are some of the aesthetic, geopolitical, cultural, and spiritual conditions that define a writer in exile? We shall explore these questions by closely reading and discussing works of fiction, poetry, and memoir by such remarkable literary figures as Kundera, Nabokov, Naipaul, Sebald, I. B. Singer, Gertrude Stein and others. We shall pay special attention to questions of ethnic, religious, and sexual displacement that engender exilic writing.

*Maxim D. Shrayner***SL 424 Studies in New Testament Greek (Spring: 3)****Cross Listed with TH 184, CL 380****Offered Periodically**

A structural review of the important features of Koine Greek grammar with close reading and analysis of selected New Testament texts, supplemented by relevant Old Testament, Patristic, and liturgical materials. Some previous acquaintance with Classical (Ancient) Greek assumed or, at the very least, familiarity with a heavily inflected Indo-European language, Latin at a minimum.

*M.J. Connolly****Undergraduate and Graduate Course Offerings*****SL 250 Conversion, Islam and Politics in the Balkans (Spring: 3)****Satisfies Cultural Diversity Core Requirement****Offered Periodically**

Through a study of fiction, works of scholarship, folklore, and movies the course examines the conversion of Christians to Islam in Southeast Europe. It analyzes the most important cultural, social, and political implications of this change with a goal to identify the various factors that promote cooperation or conflict among mixed Christian-Muslim communities.

*Mariela Dakova***SL 281 Linguistics and Communication (Spring: 3)****Cross Listed with CO 270****Intended primarily for undergraduate majors in Communication.**

Language and its analogues as the principal envelope for communication; the enrichment of the study of communication through an awareness of the theoretical and practical tenets developed in linguistics, the science of language. Communication considered from the insights of classical philosophy (Aristotle and medieval philosophy), of communication theory (digital and analog codes, signal analysis, the physics of speech), and especially from modern linguistics, semiotics, and cognitive science. Language in advertising, writing systems, word and parable in religion, animal communications, and forensic linguistics.

*M.J. Connolly***SL 308 Dostoevskij & Tolstoj (Fall: 3)****Offered Periodically****Conducted in Russian**

A study and analysis of realism in the works of two of Russia's most influential writers with readings and selected criticism.

*Cynthia Simmons***SL 311 General Linguistics (Fall: 3)****Cross Listed with EN 527**

An introduction to the history and techniques of the scientific study of language in its structures and operations: articulatory and acoustic phonology, morphological analysis, historical reconstruction, and syntactic models. This course provides an intensive introduction to

the study of what languages are and how they operate. Exercises in the analysis of fragments from various languages supplement the theoretical lectures and readings.

*M.J. Connolly*

**SL 322 The Structure of Modern Russian (Fall: 3)**

*Prerequisite:* Previous experience with an inflected language.

**Offered Biennially**

A systematic review coverage of the phonology and grammar of Contemporary Standard Russian with attention to specific topics in the linguistic analysis of the language, especially phonological structure, accentuation, and morphological patterning. Open to upper-division students requiring a very intensive introduction to Russian, as well as to students in Linguistics or Slavic looking to see what makes the language “tick.”

*M.J. Connolly*

**SL 323 The Linguistic Structure of English (Fall: 3)**

**Cross Listed with EN 121**

**Offered Biennially**

An analysis of the major features of contemporary English with some reference to earlier versions of the language: sound system, grammar, structure and meanings of words, and properties of discourse.

*Mariela Dakova*

**SL 324 The History and Structure of Latin (Fall: 3)**

*Prerequisite:* Prior study of Latin

**Cross Listed with CL 286**

**Offered Periodically**

An introduction to the phonological, morphological, and syntactic structures and history of Latin from the earliest inscriptions through the classical and medieval periods up to neo-Latin.

*M.J. Connolly*

**SL 327 Sanskrit (Spring: 3)**

*Prerequisite:* Familiarity with an inflected language highly recommended

**Cross Listed with CL 332**

The grammar of the classical language of India, supplemented through reading selections from the classical literature and an introductory study of comparative Indo-Iranian linguistics.

*M.J. Connolly*

**SL 362 Language in Society (Fall: 3)**

**Cross Listed with EN 122, SC 362**

**Satisfies Cultural Diversity Core Requirement**

**Offered Periodically**

This course provides an introduction to the study of language in its social context: varieties of language associated with social class, ethnicity, locale, and age; bilingualism; pidgin and Creole languages; proposals about the relationship of language, thought, and culture; and the structure and role of discourse in different cultures. Sociolinguistic issues of contemporary interest, including language and gender, language planning, and language and public policy will be studied.

*The Department*

**SL 367 Language and Language Types (Spring: 3)**

*Prerequisites:* SL 311/EN527 and at least one other course in Linguistics recommended

**Cross Listed with EN 127**

Researches the diversity of natural languages and the limits of that diversity. How are human languages similar, and how are they different? What factors control the attested range of cross-linguistic variation? Focus is on morphological and syntactic data, with some dis-

cussion of the genetic (historical) relationships among the world's languages, and of methodological problems facing modern linguistic typologies.

*Gregory Garretson*

**SL 375 Jewish Writers in Russia and America (Spring: 3)**

**Cross Listed with EN 175**

**Satisfies Cultural Diversity Core Requirement**

**All readings and classes conducted in English**

The experience of Jewish writers living in Russia and America from the 1880s until the present, examined through prose, poetry, drama, and memoirs written in English or translated into English from Russian, Yiddish, and Hebrew. The responses of Jewish writers to Zionism, the Russian Revolution, and the Holocaust with attention to anti-Semitism, emigration, limits of assimilation, and the future of Jews in Russia and America. The works of authors such as An-sky, Babel, Bagritskii, Bellow, Bialik, Erenburg, Malamud, Arthur Miller, Ozick, Philip Roth, Sholom Aleikhem, and Ulitskaia.

*Maxim D. Shrayner*

**SL 378 Second Language Acquisition (Spring: 3)**

**Cross Listed with RL 495**

An introduction to what it means to learn, and know, a second or foreign language. The course focuses on research carried out since the development of the “interlanguage hypothesis”: the role of the learner's native language, Krashen's Monitor Model; application of Greenbergian language universals in the analysis of learner language; generative grammar-based proposals; debate about the role of input and interaction; research on the social and psychological factors that bear on second language learning. Emphasis is on the acquisition of second-language morphology, grammar, and vocabulary by adults, with some treatment of child language acquisition.

*The Department*

**Graduate Course Offerings**

**SL 575 Seminar: Nabokov (Spring: 3)**

**Cross Listed with EN 775**

**All readings are in English.**

The bilingual and bicultural achievement of Vladimir Nabokov. A polemical examination of Nabokov writings, with particular attention to connections among his aesthetics, ethics, and metaphysics and to issues of gender, sexuality, authorship, and exile. Readings include selected Russian and English novels and short stories, as well as poetic, autobiographic and discursive works.

*Maxim D. Shrayner*

**Sociology**

**Faculty**

**Severyn T. Bruyn**, *Professor Emeritus*; A.B., A.M., Ph.D., University of Illinois

**John D. Donovan**, *Professor Emeritus*; Ph.D., Harvard University

**Charles Derber**, *Professor*; A.B., Yale University; Ph.D., University of Chicago

**Lisa Dodson**, *Research Professor*; B.A., M.A., Boston University; Ph.D., Brandeis University

**William A. Gamson**, *Professor*; A.B., Antioch College; A.M., Ph.D., University of Michigan

**Sharlene Hesse-Biber**, *Professor*; A.B., A.M., Ph.D., University of Michigan

**Lynda Lytle Holmstrom**, *Professor*; B.A., Stanford University; A.M., Boston University; Ph.D., Brandeis University

**David A. Karp**, *Professor*; A.B., Harvard College; Ph.D., New York University

**Ritchie Lowry**, *Professor*; A.B., A.M., Ph.D., University of California at Berkeley

**Stephen J. Pfohl**, *Professor*; B.A., The Catholic University of America; M.A., Ph.D., The Ohio State University

**Catherine Kohler Riessman**, *Research Professor*; B.A., Bard College; M.S.W., Yeshiva University; Ph.D., Columbia University

**Paul G. Schervish**, *Professor*; A.B., University of Detroit; A.M., Northwestern University; M.Div., Jesuit School of Theology at Berkeley; Ph.D., University of Wisconsin

**Juliet Schor**, *Professor*; Chairperson of the Department; B.A., Wesleyan University; Ph.D., University of Massachusetts

**Diane Vaughan**, *Professor*; B.A., M.A., Ph.D., The Ohio State University

**John B. Williamson**, *Professor*; B.S., Massachusetts Institute of Technology; Ph.D., Harvard University

**Sarah Babb**, *Associate Professor*; B.A., University of Michigan; M.A., Ph.D., Northwestern University

**Patricia Chang**, *Associate Research Professor*; B.A., University of California, Berkeley; M.A., Ph.D., Stanford University

**Eva Marie Garrouette**, *Associate Professor*; B.A., Houghton College; M.A., SUNY, Buffalo; M.A., Ph.D., Princeton University

**Paul S. Gray**, *Associate Professor*; A.B., Princeton; A.M., Stanford University; A.M., Ph.D., Yale University

**Michael A. Malec**, *Associate Professor*; B.S., Loyola University; M.S., Ph.D., Purdue University

**Leslie Salzinger**, *Associate Professor*; B.A., Harvard University; Ph.D., University of California, Berkeley

**Charlotte Ryan**, *Associate Research Professor*; B.A., Harvard University; Ph.D., Boston College

**Eve Spangler**, *Associate Professor*; A.B., Brooklyn College; A.M., Yale University; M.L.S., Southern Connecticut State College; Ph.D., University of Massachusetts

**Shawn McGuffey**, *Assistant Professor*; B.A., M.A., Transylvania University; Ph.D., University of Massachusetts, Amherst

**Natasha Sarkisian**, *Assistant Professor*; B.A., State Academy of Management, Moscow, Russia; M.A., Ph.D., University of Massachusetts, Amherst

#### Contacts

- Administrative Secretary: Jean Lovett, 617-552-4130, [jean.lovett@bc.edu](mailto:jean.lovett@bc.edu)
- Website: <http://www.bc.edu/sociology/>
- Department E-mail: [sociolog@bc.edu](mailto:sociolog@bc.edu)

#### Undergraduate Program Description

The undergraduate program in Sociology is designed to satisfy the intellectual and career interests of students who are concerned about what is happening in their society and in their daily personal interactions. The program prepares students for graduate study in sociology, social work, urban affairs, governmental administration, criminal justice, law, industrial organization, education, etc. The sociological perspective and the technical knowledge and skills developed in this program contribute to personal growth and are useful in a broad range of occupations.

Courses numbered SC 001 through SC 099 are part of the Core. These courses address a wide range of important sociological themes ranging from the study of major social institutions, such as the family, religion, education, mass media, the workplace and justice system, to the analysis of global social processes including culture, identity formation, war and peace, deviance and social control, aging, social movements, and inequalities in the areas of race, class, and gender.

#### Information about Core Courses

Sociology courses numbered from SC 001 through SC 099 provide Social Science Core credit. Note that any Sociology "Cultural Diversity" courses numbered above SC 099 do NOT satisfy the Social Science Core requirement.

#### Major Requirements

Sociology majors are required to take a minimum of ten Sociology courses for a total of thirty credits. These courses must include the following:

- Introductory Sociology (SC 001), preferably the section designed for Sociology majors (SC 001.01).
- Statistics (SC 200), Social Theory (SC 215), and Research Methods (SC 210) are also required. It is recommended that Statistics be taken before Research Methods. Note: If a sociological statistics course is to be taken at another college or university, department permission is required. Only a course with a computer component will be considered. For details consult Professor Michael A. Malec.
- Any of the required courses above may be taken concurrently with the six required electives numbered SC 002 or above. Of the six electives, at least three (3) must be Level III courses (SC 299 or higher).

#### Honors Program

The undergraduate Honors Program in Sociology is designed to give eligible Sociology majors (3.5 GPA, 3.5 in Sociology) the experience of doing original sociological research that leads to a Senior Honors Thesis. The program includes a three-course Honors sequence that allows students to work closely with three faculty and other students in the Program. The courses include reading the most engaging classics of sociological research, the design of the student's own project, and, in the last semester or senior year, gathering and analyzing the data, then writing the thesis. For details, consult Professor David A. Karp.

#### Minor Requirements

Sociology minors are required to take a minimum of six Sociology courses for a total of eighteen credits. These courses must include the following:

- Introductory Sociology (SC 001), preferably the section designed for Sociology majors (SC 001.01).
- Statistics (SC 200), Social Theory (SC 215), and Research Methods (SC 210) are also required. It is recommended that Statistics be taken before Research Methods. Note: If a sociological statistics course is to be taken at another college or university, department permission is required. Only a course with a computer component will be considered. For details consult Professor Michael A. Malec.
- Any of the required courses above may be taken concurrently with one required elective numbered SC 299 or above and one additional elective at any level.

### Information for Study Abroad

Although the Sociology Department designates no particular prerequisites, the Department strongly recommends that students have completed at least five courses in Sociology, including all of the required courses (Statistics, Methods, Theory), prior to going abroad.

There are no official limits as to how many courses taken abroad will count toward major credit. Courses taken overseas in a department of Sociology or Anthropology of a BC-approved program will almost always be accepted for credit towards the Sociology major. Courses taken in other departments will not be considered unless a syllabus, reading list, and list of other course requirements are submitted. However, the department recommends not more than three Sociology courses in any one semester or five Sociology courses in a full year. All Sociology majors should consult with Professor Michael Malec, McGuinn 402, when planning their study abroad program.

### Internship

The Department offers internship placements in court probation offices and other legal settings, and in settings designed for students who wish to acquire practical work experience in human services, political or social research, or social policy agencies. Students typically take these courses in their junior or senior year as a way to find out more about what it is like to work in one of the many settings where Sociology majors may find employment after graduation. For details, consult Professor John B. Williamson.

### Five Year Master's Degrees with a Sociology Major

Majors in Sociology have the opportunity to earn two degrees over a period of five consecutive years.

### B.A./M.A. Program Admission

Application normally takes place early in the second semester of the junior year. The usual deadline each year is January 2. The applicant must submit the same admissions materials as are required of all graduate degree applicants. Apply online at <http://www.bc.edu/schools/gsas/admission/>.

Undergraduates must understand that the admissions requirements are strict. Normally, a student must have an overall GPA, after 5 semesters, of at least 3.5 with at least a 3.5 GPA in Sociology courses. For details, consult Professor David Karp.

### B.A./M.S.W Program

The choice of this program will provide the Sociology major with an undergraduate B.A. degree in Sociology and with the professional degree of Master of Social Work. The B.A. degree will be awarded with the student's undergraduate class. The Master's degree will be awarded one year later. The choice of this program should be made by Sociology majors in their sophomore year so that the required course sequence and degree requirements can be fulfilled. For details, consult Professor Paul Gray.

### Graduate Program Description

Below is a general description of our M.A. and Ph.D. programs. For more detailed information, see our Graduate Handbook under <http://www.bc.edu/schools/cas/sociology/grad/>.

### Master's Program

The M.A. program prepares students for careers in the areas of social research, applied sociological analysis, and basic college-level teaching, while also providing the foundation for advanced graduate-level study toward the Ph.D.

*Admissions:* Superior students, regardless of their undergraduate area of specialization, are encouraged to apply. Applicants should submit, in addition to the usual transcripts and letters of reference, a statement of purpose and any other information that might enhance their candidacy. GREs are recommended but not required. Personal interviews, when practical, are desirable. Apply online at <http://www.bc.edu/schools/gsas/admission/>.

*Master's Degree Requirements:* Among the ten courses (30 credit hours) needed for completion of the M.A. degree, five courses are required. These include: A two-semester sequence in sociological theory (SC 715, SC 716), a one-semester course, Survey of Research Methods (SC 710), and a two-semester sequence in statistics (SC 702, SC 703).

### Doctoral Program

*Admissions:* The Ph.D. program is organized around the theme, "Social Economy and Social Justice: Gender, Race, and Class in a Global Context." The program seeks to combine the rigors of scholarly analysis with a commitment to social justice in a wide range of social institutions and settings. With the pursuit of social justice as an overarching theme, the program prepares students for careers as university and college faculty and as researchers and decision makers in business, the public sector, and not-for-profit organizations. The primary criteria for admission are academic performance and promise of outstanding independent work. See also Master's statement above. Apply online at <http://www.bc.edu/schools/gsas/admission/>.

*Ph.D. Degree Requirements:* The Doctoral degree is fulfilled by completing all MA requirements, completing an additional eight courses including another graduate level Methods course, meeting a one year full-time residency requirement, writing a research paper of publishable quality, passing general comprehensive examinations, and completing a doctoral dissertation and passing an oral defense.

### M.B.A./Ph.D. Program (M.B.A./M.A. also offered)

The Department and the Carroll Graduate School of Management administer this dual degree program, which trains social researchers, providing them with a systematic understanding of the business and work place environment and trains managers in social research techniques appropriate to their needs. The program is interdisciplinary, focusing on topics such as corporate responsibility and accountability, social investment, workplace democracy, and industrial relations. Apply online to both schools, the Graduate School of Arts and Sciences at <http://www.bc.edu/schools/gsas/admission/> and the Carroll Graduate School of Management at <http://www.bc.edu/schools/csom/mba/prospective/>.

### Financial Assistance

The Department has a limited number of financial assistance packages in the form of Graduate Teaching and Research Assistantships, Graduate Fellowships, and tuition waivers, with all candidates accepted to the Ph.D. program assured of receiving funding. Awards are made on the basis of academic performance, experience and skill, as well as department needs. Apply online at <http://www.bc.edu/schools/gsas/admission/>.

The Sociology Department's e-mail address is [sociolog@bc.edu](mailto:sociolog@bc.edu).

**Undergraduate Course Offerings**

**Note:** Future course offerings and courses offered on a periodic basis are listed at <http://www.bc.edu/courses/>.

**SC 001 Introductory Sociology (Fall/Spring: 3)**

**Satisfies Social Sciences Core Requirement**

**Sociology majors are encouraged to take section SC 001.01, which presents a more comprehensive view of the topic.**

This course presents the basics of sociology. It conveys a sense of the history of sociology, how research is conducted, and various theoretical approaches to the field. Attention is given both to micro-level (interpersonal) and macro-level (organizational) behavior. Special topics emphasized include interaction in everyday life, sociology of the family and gender roles, education, race and ethnic relations, and sociology of work and occupations. One of the major goals of the course is to enable students to ground themselves and their families sociologically, by examining their own community and social class origins.

*David Karp*

*Ritchie Lowry*

*Department*

**SC 003 Introductory Anthropology (Fall/Spring: 3)**

**Satisfies Cultural Diversity Core Requirement**

**Satisfies Social Sciences Core Requirement**

This course introduces students to the main themes, methods and intellectual traditions of cultural anthropology. We will explore concepts of culture, human origins, food procurement, marriage and the family, gender, political organization, social stratification and globalization.

*James Hamm*

*The Department*

**SC 008 Marriage and the Family (Fall: 3)**

**Satisfies Social Sciences Core Requirement**

**May be taken as part of the Women's Studies Minor.**

This course analyzes sociological theories and research on the family with particular attention to (1) the family and the broader society; (2) changes in gendered expectations and behavior; (3) comparisons of family life by gender, social class, and race; (4) the family and the life cycle; (5) contemporary alternatives to the good provider/cult of domesticity family common between 1830 and 1980; and (6) policy.

*Lynda Lytle Holmstrom*

**SC 021 The Question of Consumer Society: Shop 'Til You Drop (Spring: 3)**

This course addresses long-standing debates about consumer society: How does advertising work? Are consumers manipulated by marketing? Why are consumer choices so important in the constitution of identity? How is consumption affecting the environment? How is consumer culture going global? Special attention will be paid to the ways in which consumer culture structures division by class, gender, and race. Readings by Adorno and Horkheimer, Galbraith, Friedan, Bourdieu, Vebleu, Baudrillard, Hooks, Bordo, and others.

*Juliet B. Schor*

**SC 022 Sociology of Crime and Punishment (Fall/Spring: 3)**

**Satisfies Social Sciences Core Requirement**

Students are introduced to the sociological perspective through the window of crime and punishment. We examine the historic search for the causes of crime, ranging from nineteenth century England and Italy to twentieth century America. We consider the sources, strengths, and weaknesses of each theory and the strategies for controlling it gen-

erated. The second half of the course focuses on patterns of criminal behavior: homicide, rape, property crime, family violence, corporate crime. For each, we will discuss what theory best explains it and what might be an appropriate strategy for controlling or eliminating it.

*Patricia Bergin*

*Diane Vaughan*

**SC 024 Gender and Society (Fall/Spring: 3)**

**Satisfies Social Sciences Core Requirement**

**This can be taken as part of the Women's Studies minor.**

This course explores the formation, experience and change of women and men's social lives in history. Its topics include (1) gendered differences in the organization of power, kinship, economic well-being, race, national identity, and ethnicity, religion, sexuality, and culture; (2) socialization into masculine and feminine social roles; (3) the impact of global economic and technological change on social constructions of gender; (4) gender, popular culture and the mass media; (5) gender equality and social justice.

*The Department*

**SC 028 Love, Intimacy and Human Sexuality (Fall/Spring: 3)**

**Satisfies Social Sciences Core Requirement**

**May be taken as part of the Women's Studies Minor.**

This course draws on sociological and anthropological sources included in theories of identity formation, marriage and family, and gender behavior. The course emphasizes analysis of intimate relations—how they are sought, sustained, and fail. The course is structured around case studies, both clinical and from fiction and film, with special focus on the phenomenon of romantic love.

*The Department*

**SC 030 Deviance and Social Control (Fall/Spring: 3)**

**Satisfies Social Sciences Core Requirement**

**May be taken as part of the Women's Studies Minor.**

This course explores the social construction of boundaries between the "normal" and the so-called "deviant." It examines the struggle between powerful forms of social control and what these exclude, silence, or marginalize. Of particular concern is the relationship between dominant forms of religious, legal, and medical social control and gendered, racialized and global economic structures of power. The course provides an in-depth historical analysis of theoretical perspectives used to explain, study and control deviance, as well as ethical-political inquiry into such matters as religious excess, crime, madness, corporate and governmental wrong-doing, and sexual subcultures that resist dominant social norms.

*Stephen J. Pföhl*

**SC 038 Race, Class, and Gender (Fall: 3)**

**Satisfies Social Sciences Core Requirement**

**Offered Periodically**

Viewing race, class, gender, sexuality, and other identities as inseparable from discussions of inequality and power, this course will begin by discussing the social construction of these categories and how they are connected. We will then look at how these social identities shape and are also shaped by four general subject areas: (1) wealth and poverty, (2) education, (3) family, and (4) crime, law, and social policy. Although this course is separated into subject areas, we shall see that these areas greatly overlap and are mutually influenced by one other.

*Shawn McGuffey*

**SC 040 Global Sociology (Spring: 3)**  
**Offered Periodically**

This course introduces a variety of sociological theories and themes through examining the processes of globalization, social change, and the formation of the modern world. Topics covered include colonialism and the rise of the West, modernity and post-modernity, economic development, global inequality, race and gender, and social movements. Although we will examine a variety of national experiences, the course focuses particularly on Latin America and the Caribbean.

*Sarah Babb,*

*Leslie Salzinger*

**SC 041 Race Relations (Fall/Spring: 3)**

**Cross Listed with BK 151**

**Satisfies Cultural Diversity Core Requirement**

**Satisfies Social Science Core Requirement**

An examination of race and ethnic relations in a mass society with emphasis on the minority community, systems of power and domination, and racial and ethnic ideologies in relation to processes of social change.

*The Department*

**SC 043 Introduction to African-American Society (Fall/Spring: 3)**

**Cross Listed with BK 155**

**Satisfies Cultural Diversity Core Requirement**

**Satisfies Social Sciences Core Requirement**

This is an introduction to studies of African peoples in the Americas as revealed in the literature of the social and behavioral sciences. This survey of African-Americans is not chronological, but topical. Starting with a working definition of culture, the survey radiates outward from views on family to those on activities in the community. The nexus of politics and religion is covered. The survey concludes with perspectives of change.

*The Department*

**SC 046 Technology and Society (Fall/Spring: 3)**

**Cross Listed with CS 266**

**Satisfies Social Sciences Core Requirement**

In an accelerated global culture driven forward by dramatic developments in technology, no aspect of culture and society is left undisturbed. Electronic voting, digital communication technologies, and work-related technologies all raise new questions of ethics, privacy and social responsibility, and impact how individuals prepare for employment, structure their daily lives, and think about the future. This course is designed to enable students to focus on the experiential aspects of where technologies intersect with their lives. Through readings, projects and class discussion, we explore social, cultural, and political issues as they pertain to technological transformations.

*Ted Gaiser*

*The Department*

**SC 049 Social Problems (Fall/Spring: 3)**

**Satisfies Social Sciences Core Requirement**

This course will examine the connection between popular myths, social scientific paradigms, and social policies related to various social problems such as war, poverty, environmental pollution, racial and gender discrimination, addiction, and crime. We will look for the reasons why so many private/public programs fail because of inappropriate

myths and paradigms. We will also examine the usefulness of newly emerging and alternative interpretations and paradigms, particularly those that are based on a historical, cultural, and critical perspective.

*Ritchie Lowry*

*The Department*

**SC 063 Women and Work (Fall: 3)**

**Satisfies Social Sciences Core Requirement**

**May be taken as part of the Women's Studies Minor.**

This course provides a concise overview of women at work. While we concentrate on women workers in contemporary America, we will provide a brief historical overview of women's work patterns. We analyze the range of social, economic, and political factors underlying women's increased labor force participation over time. Our approach is holistic and feminist. In order to understand women's position in the work world, we must analyze their economic position in the context of other institutions of society—the economic, political and educational.

*Sharlene J. Hesse-Biber*

**SC 072 Inequality in America (Fall/Spring: 3)**

**Satisfies Social Sciences Core Requirement**

**May be taken as part of the Women's Studies minor.**

This course examines class inequity in American society. It not only describes how the rich, the poor, and the middle classes live, but also how they relate to one another. Topics include the strategies used by the rich for maintaining the status quo, the hopes cherished by the middle class for improving their position, and the obstacles that keep the poor in their place. Students can choose between readings that emphasize the dynamics of inequality as they are enacted by men or women, and by people of color or Caucasians.

*Eve Spangler*

*Eva Garrouette*

**SC 078 Sociology of Health and Illness (Fall: 3)**

**Satisfies Social Sciences Core Requirement**

**Either SC 078 or SC 154 (not both) will count towards Sociology major requirements.**

This course will provide an introduction to the sociology of health and illness. Sociological principles and perspectives will be applied to a variety of topics including the experience of illness, the social and cultural factors of health and disease, and the institutional structures of medicine.

*The Department*

**SC 084 Mass Media in American Society (Fall: 3)**

**Satisfies Social Sciences Core Requirement**

The purpose of this course is to increase the understanding of how the mass communication system operates in American society, and how and why media products take the form that they do. It focuses on the production of news rather than entertainment or advertising. The course illustrates two more general sociological approaches—social construction and political economy.

*The Department*

**SC 092 Peace or War (Fall/Spring: 3)**

**Satisfies Social Sciences Core Requirement**

We analyze issues of war and peace before and after the Cold War, focusing on U.S. wars, largely in the Third World. In the first part of the course, we explore core theories of the roots of war. In the second part, we focus on the Cold War era, examining Vietnam, El Salvador, and other U.S. conflicts. In the third part, we focus on more recent

wars, including the Gulf War and humanitarian interventions in Haiti, Bosnia, and Kosovo. The fourth section explores the United Nations, social activism among students, and other routes to peace.

*Charles Derber*

**SC 097 Death and Dying (Fall: 3)**

**Satisfies Social Sciences Core Requirement**

The course presents an overview of the major issues, themes, and controversies in the death and dying literature. Historical, cultural, political, economic, and psychological aspects are considered, but the emphasis is on sociological dimensions and perspectives. Among the issues to be considered are the following: historical trends in life expectancy, attitudes toward death, cross-cultural and historical perspectives on death, the development of children's understanding of death, health care for the dying, patient-caregiver relationship, the social role of the dying patient, funeral practices, bereavement, truth telling and the terminal patient, wills, suicide, near-death experiences, and social immortality.

*John B. Williamson*

**SC 144 Legal and Illegal Violence Against Women (Fall: 3)**

**May be taken as part of the Women's Studies minor.**

This course will analyze the use of violence and the threat of violence to maintain the system of stratification by gender. The focus will be on rape, incest, spouse abuse, and related topics. Strategies for change will also be discussed.

*Lynda Lytle Holmstrom*

**SC 156 Sports in American Society (Fall: 3)**

An examination of sport as a social institution. We look briefly at the evolution of sport as an institution; examine how it relates to our political, educational, and economic systems; and consider how it deals with problems such as violence, racism, and sexism.

*Michael Malec*

**SC 200 Statistics (Fall/Spring: 3)**

**Required for the Sociology major**

This course is an introduction to statistics, and the emphasis is on the use of the computer facilities, the VAX, and programming in SPSS. Statistical issues covered include measures of central tendency, measures of dispersion, hypothesis testing, measures of correlation, simple regression, and one-way analysis of variance.

*Michael Malec*

*The Department*

**SC 210 Research Methods (Fall/Spring: 3)**

**Required for the Sociology major**

This course acquaints students with the range of research methods used in sociological work. We cover the philosophical assumptions which underlie a scientific approach to the study of social life, and consider the interplay of data method and theory. In addition to presentation of specific techniques, we will also consider questions surrounding the politics and ethics of research in the social sciences.

*Paul S. Gray*

*Shirah Hecht*

*David A. Karp*

*The Department*

**SC 215 Social Theory (Fall/Spring: 3)**

**Required for the Sociology major**

This course reviews the major lines of classical to contemporary sociological theory. The classical writers emphasized are Marx, Weber, and Durkheim. Twentieth-century authors highlighted include Mills,

Dahrendorf, and Parsons. More contemporary figures, including Collins, Bordieu, Foucault, and Giddens, are presented in the context of their intellectual forebears.

*Eve Spangler*

**SC 225 Introduction to Feminisms (Fall/Spring: 3)**

**Cross Listed with HS 148, EN 125, PS 125**

See course description in the History Department.

*Sharlene Hesse-Biber*

*Ellen Friedman*

**SC 242 Black Women and Feminism (Fall: 3)**

**Cross Listed with BK 242**

**Satisfies Cultural Diversity Core Requirement**

See course description in the Black Studies Department.

*Elizabeth Hadley*

**SC 250 Perspectives on War, Aggression and Conflict Resolution (Fall: 3)**

**Cross Listed with PL 259, TH 327**

See course description in the Theology Department.

*Matthew Mullane*

**SC 268 The History and Development of Racism (Fall/Spring: 3)**

**Cross Listed with BK 268, PL 268**

**Satisfies Cultural Diversity Core Requirement**

See course description in the Black Studies Department.

*Horace Seldon*

**SC 299 Reading and Research (Fall/Spring: 3)**

*Prerequisite:* Permission of instructor

**No more than two Readings and Research courses can be taken to fulfill the course requirements for the Sociology major.**

Independent research on a topic mutually agreed upon by the student and professor. Professor's written consent must be obtained prior to registration. This is not a classroom course.

*The Department*

**SC 301 Sociology of Organizations (Fall: 3)**

This course will offer a survey of the sociological theories that researchers have developed to analyze organizations and the roles they play in modern society. We will see how organizations were first viewed as self contained rational systems—much like machines with human parts, and how these perspectives have evolved over time to take into account increasingly complex understandings of human behavior, external institutional actors, the state, and other social processes. Students will walk away with a more critical view of institutions and the role they play in them.

**SC 305 Capstone: Doing Well and Doing Good (Spring: 3)**

**Cross Listed with UN 539**

This Capstone prepares you to balance between doing well in life and promoting the good in work, community, intimacy, and spirituality. To answer life's challenges, you need good questions. Our questions will focus on the intersection of personal biography and the context of society. We will learn to steer a course between prejudice and cliché on one hand, and sound knowledge on the other. Even as we try to do good as informed persons, we will find that most knowledge is incomplete and often contested. A hands-on participatory course project will model a specific plan for fuller living.

*Eve Spangler*

## SC 308 Race, Representations and Myth of Colorblindness (Fall: 3) Offered Periodically

In the post-civil rights era, colorblindness is hailed as the new state of the American mind. How then do we account for the persistence of overt and covert forms of racial inequality and injustices? This course will examine how representations of race have burnished indelible legacies in American psyches that enable the paradox of ideological colorblindness and persistent color-consciousness. We will explore theoretical frameworks that provide tools for analyzing racial representations and ideologies. We will then critically engage with rhetoric and representation(s), like that of mainstream hip hop, commercialized and commodified blackness, and underground forms of resistance.

*Chiwen Bao*

## SC 310 Studies in Crime and Social Justice (Fall/Spring: 3)

Crime and social justice is considered not as distinct, but indivisible constructs produced through specific knowable institutional/personal practices. Course allows students to: analyze perspectives on the process through which laws and criminal justice institutions have been/continue to be constructed; situate crime study within a "power reflexive" framework, while being attentive to the operation of race, class, and gender as features of contemporary social relations/institutions; discuss contemporary intellectual and practical efforts challenging existing conceptual and political structures relating to crime and social justice; and imagine/articulate institutions paralleling the vision of social justice developed throughout the course.

*Jessica Hedges*

## SC 376 Social Justice in A Global Context (Fall: 3)

This class is structured around a pedagogical game to teach people about the dynamics of globalization, particularly the options and constraints various social actors (corporations, governments, social movements) face as they try to operate in a global context. The game teaches students about both global power dynamics and how to think about creating social change. The class starts several readings about economic globalization and the global justice movement. We then go through several of the "cases" developed for the game, each case accompanied by appropriate readings and class discussions.

*Matt Williams*

## SC 399 Advanced Independent Research (Fall/Spring: 6)

*Prerequisite:* Permission of instructor

This is not a classroom course.

*Stephen J. Pfohl*

## SC 500 International Studies Seminar (Fall: 3)

Cross Listed with IN 550

This course is designed primarily for graduating seniors who are completing thesis requirements for the International Studies major or minor. Although taught in Sociology, the seminar will be interdisciplinary in focus.

Initially we shall be reading books and articles concerning broad, common themes in contemporary International Studies, including the new world order, democratization, terrorism, technology and social change, trade and dependency, the clash of cultures, etc. In the second part of the course, students will present their own emerging ideas as their senior thesis projects take shape.

*Paul S. Gray*

## SC 523 Capstone: the Sociology of the Inner Life (Fall: 3)

*Prerequisite:* Senior status

Cross Listed with UN 520

This Capstone and upper-division sociology course examines the social-psychology of spirituality by studying the deeply seated features of cultural and emotional life surrounding Christmas. Students will investigate the often contradictory meaning of Christmas in culture, home, and heart by: (1) studying the social settings of Christmas that frame cultural life and shape our experience of the sacred; (2) carrying out personal interviews and observations of others; and (3) writing autobiographical narratives of one's personal history and Christmas memories. Reading assignments will be from sociological, theological, literary, and spiritual texts.

*Paul Schervish*

## *Undergraduate and Graduate Course Offerings*

### SC 347 Sociology of Work (Spring: 3)

People often experience work as drudgery and toil (the French word for work, travail, derives from the Latin tripalium, a three-pronged torture device), but work can also express creativity and provide meaning in our lives. This course explores the contradictory nature of work and the variety of human work experiences. Topics include: the historical emergence of industrial work and the labor movement; assembly-line and service-sector work; the gender division of labor and work-family balance; sweatshop labor and modern slavery in the global economy; increasing American work hours and shorter-hours policies in Europe; and the future of work and leisure.

### SC 348 Environmental Sociology (Spring: 3)

This course provides an overview of environmental problems and issues through the lens of various perspectives in social and environmental theory. Topics will include: economic globalization and the environment; social causes and consequences of global climate destabilization; population growth and over-consumption; the promise and limits of technological solutions to environmental problems; links between poverty, inequality, and environmental degradation; and competing visions of an ecologically-sustainable society. The contributions and limits of existing sociological theories in understanding environmental issues will be an important theme throughout.

*John Shandra*

*Anders Hayden*

### SC 362 Language in Society (Fall: 3)

Cross Listed with EN 122, SL 362

Satisfies Cultural Diversity Core Requirement

See course description in the Slavic and Eastern Languages Department.

*The Department*

### SC 368 Culture and Society in the Middle East (Spring: 3)

This course introduces students to the peoples, cultures and identities in the region broadly defined as the Middle East, and to the way in which social scientists especially anthropologists have studied them. We examine the social, economic, and political institutions of several major cultures in a historical context, and focus on elements of social structure and organization in contemporary urban and rural Middle East. We explore how individuals organize, construct and discuss an everyday sense of personal, ethnic, national and supra-national identity, and deal with issues of being a majority or a minority population in a society.

*Fereydoon Safizadeh*

**SC 378 Introduction to Social Work (Fall/Spring: 3)****Cross Listed with PS 600, SW 600**

See course description in the Graduate School of Social Work.

*The Department***SC 422 Internships in Criminology I (Fall/Spring: 3)***Prerequisite:* Permission of instructor

Students are provided the opportunity to apply social and behavioral science material in a supervised field setting consistent with their career goals or academic interests. Internships are available following consultation with the instructor in court probation offices and other legal settings where practical exposure and involvement are provided. Students are encouraged to plan to participate during the full academic year to derive maximum benefit.

**SC 468 Sociology of Education (Spring: 3)****Cross Listed with ED 349**

See course description in Lynch School of Education.

*Ted I. K. Youn***SC 491 Sociology of the Third World (Spring: 3)**

A sociological explanation of historical and contemporary events in Asia, Africa, and Latin America. This course ties together themes of social, political, and economic development. Emphasis is placed on the role of emerging institutions—political parties, bureaucracies, businesses, trade unions, armies, etc.—in meeting the challenges of dependency and modernization. Post-modern approaches are also presented. Detailed case studies are drawn from Rwanda, Afghanistan, and South Korea.

*Paul S. Gray***SC 507 Sociology of Mental Health and Illness (Spring: 3)**

The purpose of this seminar is to consider what a sociological perspective brings to our understanding of mental health and illness. The goal throughout will be to examine critically how history, institutions, and culture shape our conceptions of mental illness and ill persons. We will especially examine how a medical model has triumphed in defining the causes and cures for mental illness. Students will be expected to participate in weekly discussions, to carry out research on a topic of their own interest, and to present their findings towards the end of the semester.

*David Karp***SC 540-541 Internship in Sociology I and II (Fall/Spring: 3)***Prerequisite:* Permission of instructor**Previously SC 340-341**

This internship program is designed for students who wish to acquire practical work experience in a human service, political, social research, or social policy agency—private or governmental, profit or nonprofit. Students have the primary responsibility of locating their own placement setting, however, both the instructor and the BC Internship Program Office in the Career Center can be of help. Students must meet with the instructor before registering to receive permission to register for the course, make sure that they will be available at the time the seminar will meet, and receive the details about the course and placements.

*John B. Williamson***SC 550 Important Readings in Sociology (Spring: 3)***Prerequisite:* Permission of the department

**This course is designed as the first in the sequence of courses required of students who have been admitted into the Sociology Department's Undergraduate Honors Program.**

Ordinarily, students will take this course during the spring of their junior year. The purpose of this seminar will be to read and discuss a series of books that are generally thought to be important contributions to the field. The books chosen will reflect a range of substantive issues, methodological approaches, and theoretical perspectives. The abiding question throughout this seminar class will be the following: What are the characteristics of powerful and compelling sociological work?

*David A. Karp***SC 555 Senior Honors Seminar (Fall: 3)***Prerequisite:* Permission of the department

**Only students who have been accepted into the Sociology Honors Program should enroll.**

This course is required of participants in the Sociology Department Honors Program. Students develop a research prospectus that is to be the basis of the Senior Thesis. This is an interactive seminar stressing hands-on experience. Skills in topic selection, research design, and theory construction are emphasized.

*Paul Gray**Diane Vaughan***SC 556 Senior Honors Thesis (Spring: 3)***Prerequisite:* Permission of the department

Continuation of SC 555.

*Paul Gray**Diane Vaughan***SC 558 Qualitative Methods (Spring: 3)**

**This course is an advanced data analysis course and provides advanced training to students in their major.**

This is an upper level research methods course. Students will be introduced to the techniques of carrying out qualitative research. We will compare and contrast the major analytical approaches to different qualitative research designs. Students will carry out a qualitative research project, data collection (e.g., conduct intensive interviews, participant observation) and analysis, and writing/presenting qualitative research.

*Sharlene J. Hesse-Biber***SC 578 Corporate Social Responsibility (Spring: 3)**

Contemporary capitalism is in a crisis because of the general lack of social responsiveness on the part of corporate executives, shareholders, investors, and other economic stakeholders. In response, movements have arisen in recent decades to respond to this crisis including socially responsive investing, shareholder and consumer action, and corporate social responsibility. This seminar, through shared readings and discussions, will consider the ways in which these movements are responding to the crisis in capitalism. We will consider alternative and more productive forms of economic and business conduct.

*Ritchie P. Lowry***SC 579 American Economic Crisis and Social Change (Fall: 3)****Previously listed as SC 346**

This course offers a new way to think about America, focusing on the connection between our deepest values as a nation and our intertwined economic and social problems. Our economic problems include growing poverty and inequality, a shrinking job market, and

the failure of many of our industries and corporations to compete globally; our social crisis includes the growth of violence, the breakdown of family and neighborhood, the decline of the middle class, and the erosion of democracy.

*Charles Derber*

**SC 584 Sociological Roots of War (Fall: 3)**

This seminar will explore the historical change in, nature and current character of war and the use of power in contemporary society. Proper/improper uses of war and power from utilitarian and ethican perspectives will be examined. Specific topics include growth of the national security state, the increasing use of force and violence to resolve domestic and international problems, the military-industrial complex, the social and cultural origins of militarism, the development of international terrorism, and the prevalence of war in contemporary society. Alternatives to war will also be discussed.

**SC 591 From Poor Law to Working Poor: Low-Income America (Fall: 3)**

From warning off paupers to getting welfare mothers to work this course provides an overview of social attitudes, national debates and public policies toward low-income families and their communities. Readings examine relationships between poverty and race, gender, families with children and the low-wage job market. We will consider images and language describing the poor and how these may influence public opinion and social investment. Student research will explore and compare contemporary costs of living, wage levels, and family care needs in middle-class and low-income families.

*Lisa Dodson*

**SC 593 Religion in a Global Context (Spring: 3)**

This course will address current topics and problems related to religious pluralism in contemporary global society. Students will begin by exploring taken for granted concepts of religious freedom as they are understood in the American context and discuss how these concepts become problematic when applied outside mainstream religious traditions. We will then see how these problems become amplified when applied in the global setting. The course focus on religious issues arising in the contemporary global context, e.g., religious freedom, universal human values, and the relationship between religion, nationalism and violence.

*Patricia Chang*

**SC 650 Social and Political Economy (Fall: 3)**

**This course is open to graduate and undergraduate students.**

This course will provide an introduction to the field of political and social economy for entering students in the SESJ program. It is intended to introduce students to a broad theoretical overview of the field, including both macro and micro levels of analysis. With a strong historical introduction the course looks at the changing power relations among states, corporations and workers, and the effects of global corporate sovereignty on class, race, and gender. Alternatives to corporate control and the reconstruction of democracy and human rights are a major focus.

*Charles Derber*

*Juliet Schor*

**SC 670 Technology and Culture (Fall: 3)**

**Cross Listed with CS 267, PL 670**

See course description in the Computer Science Department.

*William Griffith*

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**Graduate Course Offerings**

**SC 586 Science, Technology and Culture (Spring: 3)**

How do scientific and technical experts do work and produce results? Over recent decades, both the sociology of science and technology and the interdisciplinary field of science and technology studies have grown rapidly, challenging traditional notions. The first—and shared—assumption that encompasses this diverse body of work is that all scientific facts, findings, and theories are socially constructed. This course covers the range of these developments. It gives students a new and critical understanding of science, technology, and all systems of expert knowledge (including sociology), and provides a basis for future reading and research.

*Diane Vaughan*

**SC 701 Ethnography Practicum (Fall: 3)  
Offered Periodically**

This is a hands-on practicum. Class participants engage in ethnographic research projects of their own choosing. During the semester, students read and comment on each other's field notes and analyses, as do I. By the end of the semester, everyone produces a research paper based on their ethnographic work. Many of these projects become masters papers or parts of dissertations. During class sessions, we discuss theory and data, fieldwork and writing, emotions and analysis, as required by the specific project at hand.

*Leslie Salzinger*

**SC 702 Introduction to Statistics and Data Analysis (Fall: 3)  
Required for graduate students**

This course will introduce the basic statistical concepts used in social research including centrality and dispersion, correlation and association, probability and hypothesis testing, as well as provide an introduction to the BC computer system and the SPSS data analysis package.

*Michael A. Malec*

**SC 703 Multivariate Statistics (Spring: 3)  
Requirement for graduate students**

This course assumes knowledge of the material covered in SC 702. Thus it assumes a solid background in SPSS as well as a basic course in statistics. We will focus on three or four general statistical procedures including factor analysis, regression analysis, logistic regression, and if time permits, discriminant analysis. However, the course is focused primarily on multiple regression and related procedures. In this context we consider data transformations, analysis of residuals and outliers, covariance analysis, interaction terms, quadratic regression, dummy variables, and stepwise regression. Our focus is on data analysis, not on the mathematical foundations of the statistical procedures considered.

*John B. Williamson*

**SC 704 Topics/Multivariate Statistics (Fall: 3)**

This applied course is designed for students in sociology, education, nursing, organization studies, political science, psychology, or social work with a prior background in statistics at the level of SC 703. It assumes a strong grounding in multiple regression analysis and a working knowledge of SPSS. The major topics of the course will include OLS regression assumptions, maximum likelihood estimation, binary and multinomial logistic regression, models for the analysis of count data (e.g., Poisson and negative binomial regression), event history/survival analysis, and time-series analysis. We will use SPSS and SAS.

*Natasha Sarkisian*

**SC 705 Advanced Statistics (Spring: 3)**

This applied course is designed for students in sociology, education, nursing, organization studies, political science, psychology, or social work with a prior background in statistics at the level of SC 703. It assumes a strong grounding in multiple regression analysis and a working knowledge of SPSS. The major topics of the course will include pooled time-series analysis, structural equation modeling, and hierarchical linear modeling. We will use SPSS, SAS, AMOS, and HLM.

*Robert Kunovich*

**SC 710 Survey of Research Methods (Fall: 3)****Required for graduate students**

This course presents the wide range of alternative research methods available to and widely used by the social researcher. Among those considered are the following: survey research, observational field research, intensive interviewing, experimental research, historical analysis, and content analysis. Considerable attention will be given to comparisons among these alternative methods, to an assessment of the relative strengths and limitations of each, and to issues related to research design and proposal writing. In the context of these alternative research methods, attention will be given to problem formulation, measurement, reliability, validity, sampling, and ethical considerations.

*Sharlene Hesse-Biber*

*Paul Gray*

**SC 715 Classical Social Theory (Fall: 3)****Required for graduate students**

Focusing on the work of Marx, Durkheim, and Weber, the course traces the philosophic, intellectual, and social history of the ideas, themes, concepts, and schools of thought we now call "classical sociological theory." Supportive thinkers will also be discussed as they contributed to the emergence and establishment of modern sociological thought.

*Paul G. Schervish*

*Eve Spangler*

**SC 716 Contemporary Social Theory (Spring: 3)****Required for graduate students**

This seminar is a graduate level introduction to contemporary social theory. It concerns the historical context and development of a wide variety of perspectives used by social theorists to make sense of multiple social worlds. It also concerns the ways in which social theories are themselves sociologically constructed. Theoretical frameworks addressed include: functionalism and cybernetics; symbolic interactionism and pragmatism; exchange, behavioral, and conflict perspectives; feminism; Marxism; phenomenology and ethnomethodology; critical race theory; queer theory; structuralism and poststructuralism; as well as postcolonial and postmodern theories of the subject and power.

*Stephen J. Pfohl*

*Paul Schervish*

*Eve Spangler*

**SC 751 Quest for Social Justice (Fall/Spring: 3)****SESJ Program course**

Focuses on state of economic and social justice in the United States today, and health and vision of social/political forces mobilizing to achieve justice. The first part of the course reviews economic and political structures of power and social control that yield high levels of exploitation, powerlessness, and inequality in the population. The sec-

ond part of the course examines political and social movements that have arisen to challenge economic and social arrangements, new structuring of these movements around race, gender, and other identity politics, and the rise of new types of class politics oriented to achieving a more just society.

*William A. Gamson*

**SC 753 Organizational Analysis (Fall: 3)**

This graduate seminar is to learn, apply, and discuss basic concepts that guide our understanding of organizations. Students will conduct a case study of an organization during the semester. Seven key concepts will be used in the case analysis. Readings will introduce a concept that we will discuss in class. For the following class, each student will then examine his or her organization with that concept in mind, writing a three page paper using that concept to analyze his or her case. Class discussion will consist of comparative case analyses and significance for organizational change.

*Diane Vaughan*

**SC 781 Dissertation Seminar (Spring: 3)**

This is a continuing research workshop which covers all stages of the research process, from conceptualization and theory development through data analysis and writing. The workshop is intended primarily for sociology graduate students working on dissertations and masters theses. Others will be welcomed on a case-by-case basis. The group meets bi-weekly, with individual meetings with the professor as necessary. All students who are writing dissertations are strongly recommended to enroll in this workshop, at least for one semester.

*Juliet Schor*

**SC 798 Research Practicum (Fall: 3)****Registration requires prior approval of the instructor.**

In this apprenticeship-style course, students will do substantive reading, contribute to research design/instrumentation, conduct fieldwork and collaborate in data analysis and writing. With a focus on research about inequality, the professor will work closely with students as they learn about undertaking complicated social inquiry and working on a collaborative research team.

*Lisa Dodson*

**SC 799 Readings and Research (Fall/Spring: 3)**

Independent research on a topic mutually agreed upon by the student and the professor. Professor's written consent must be obtained prior to registration.

*The Department*

**SC 801 Thesis Seminar (Fall/Spring: 3)**

A research course under the guidance of a faculty member for those writing a master's thesis.

*The Department*

**SC 888 Interim Study (Fall/Spring: 0)**

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis. Interim Study requires a commitment of at least 20 hours per week working on the thesis.

*The Department*

**SC 900 Teaching Apprenticeship (Fall/Spring: 3)**

By arrangement.

*The Department*

**SC 901 Research Apprenticeship (Fall/Spring: 3)**

By arrangement.

*The Department*

**SC 998 Doctoral Comprehensive (Fall/Spring: 1)**

A 1-credit, tuition-based course for students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculated student for the one or two semesters used to prepare for the Comprehensive. This course is non-graded.

*The Department*

**SC 999 Doctoral Continuation (Fall/Spring: 1)**

A 1-credit, tuition-based course for all students who have been admitted to Ph.D. candidacy. Students are required to register and pay the tuition for Doctoral Continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation. This course is non-graded.

*The Department*

**Theater****Faculty**

**Scott Cummings**, *Associate Professor*; B.A., University of Michigan; M.A., D.F.A., Yale University

**Stuart J. Hecht**, *Associate Professor*; Chairperson of the Department; B.A., University of Michigan; M.A., Ph.D., Northwestern University

**John H. Houchin**, *Associate Professor*; B.A., Houston Baptist University; M.F.A., Ph.D., New York University

**Crystal Tiala**, *Associate Professor*; B.A., University of Mississippi; M.F.A., University of Connecticut

**Luke Jorgensen**, *Adjunct Assistant Professor*; B.A., Boston College; M.A., Northwestern University; Ph.D., Tufts University

**Patricia Riffin**, *Adjunct Assistant Professor*; B.A. Cornell University; M.F.A. Brandeis University

**Contacts**

- Undergraduate Program Information: Dr. Stuart Hecht, 617-552-4612, [stuart.hecht@bc.edu](mailto:stuart.hecht@bc.edu)
- Website: <http://www.bc.edu/theatre/>

**Undergraduate Program Description**

The Theater program is designed to introduce students in a systematic fashion to a wide range of knowledge associated with the various arts and crafts of theater as well as the theory, history, and criticism of dramatic literature. The Theater major provides a solid foundation in theatrical study by balancing course work with actual production work. Students are encouraged to explore, express, and test ideas and forms learned in the classroom through production on the university stage.

**Major Requirements**

Students must complete twelve (12) courses plus an additional six credits worth of Theater Production Laboratory. Six (6) of the courses are required. These courses are the following:

- CT 062 Dramatic Structure and Theatrical Process
- CT 101 Acting I
- CT 140 Elements of Theater Production I (which must be taken along with CT 145 Theater Production Laboratory I)
- CT 141 Elements of Theater Production II (which must also be taken along with CT 150 Theater Production Laboratory II)
- CT 275 History of Theater I
- CT 276 History of Theater II

- CT 101 Acting I

These six basic classes form the foundation for advanced course work. Those classes requiring permission of instructor may give preference to those who have completed the six courses. Therefore, students are urged to complete all by the end of their sophomore year.

Of the six full-credit courses left to complete the major:

- Students must pick two (2) upper-level departmental Theater courses in theater history, criticism, and/or dramatic literature. Courses that meet this requirement are numbered from CT 360 to CT 379, and CT 460 to CT 479.
- Students must also pick two (2) upper-level Departmental courses in performance and/or production. Courses that meet this requirement are numbered from CT 300 to CT 359, and CT 400 to CT 459.
- The remaining two (2) are electives, and students may select these courses based upon their interests and needs.

As mentioned above, students are required to complete six credits worth of Theater Production Laboratory beyond their course requirements in order to graduate with a major in Theater. Credits are only awarded for working on Boston College Department of Theater productions. Two of the six may be earned through substantial performance, stage management, or design work (arranged in advance with the Department); otherwise, all six can only be in the technical area. Most Theater Production Laboratory courses are worth one (1) credit; but CT 150 and CT 445 are worth two (2) credits and can only be counted once towards the major. Therefore, students should be prepared to take between five and six Theater Production Laboratory courses during their four years at Boston College. See the course descriptions for further information.

It is strongly urged that majors meet with a faculty advisor in Theater as early as possible. Such meetings are designed to discuss curriculum options, production requirements, and career opportunities.

**Certification in Theater Option for Education Majors****Elementary Education**

Elementary Education majors may follow a carefully designed program that allows them to seek alternative certification in Theater from the Massachusetts Department of Education. Brochures describing this program are available in the Theater Department, Robsham Theater Arts Centre, or in the Office(s) of the Associate Dean of Students and Outreach in the Lynch School of Education, Campion 104.

**Secondary Education**

Secondary Education/English majors may follow a carefully designed program that allows them to seek alternative certification in Theater from the Massachusetts Department of Education. Brochures describing this program are available in the Theater Department, Robsham Theater Arts Center, or in the Office(s) of the Associate Dean of Students and Outreach in the Lynch School of Education, Campion 104.

For more information, please contact Dr. Stuart J. Hecht.

**Information for First Year Majors and Non-Majors****Theater Majors**

Students majoring in Theater pursue studies in acting, directing, design, production, theater history, literature, and criticism. To complete a major program, students must take twelve (12) 3-credit courses plus an additional six (6) credits worth of Theater Production Laboratory.

Incoming Arts and Sciences students majoring in Theater should select CT 062 Dramatic Structure and Theatrical Processes in their first semester and plan to take CT 140 Elements of Theatrical Production I (which must be taken along with CT 145 Theater Production Lab I) in their second semester.

#### Non-Majors

Non-majors may take CT 060 Introduction to Theater to satisfy the Arts Core Requirement. CT 060 is a survey course whose aim is to impart an appreciation of the theater as an artistic and humanizing experience.

#### Information for Study Abroad

The Department wants to make sure that students are able to complete the required curriculum in time for graduation. It also wants to make sure that theater students take required courses in the appropriate order and build the knowledge and skills necessary to act, direct, write or design a meaningful project in their senior year at Boston College. Students must have completed the six (6) Departmental foundation classes (Dramatic Structure and Theatrical Processes, Theater History I and II, Acting I, and Elements of Theatrical Production I and II) and also have completed three of their six theater production labs. Students are also expected to meet with their Departmental advisor well in advance to map out their senior year course work, to make sure that going abroad is advisable. Theater students are limited to one semester of study abroad.

Either one elective or one of the upper-level dramatic literature or history classes may be taken abroad, provided that the latter matches up to a comparable course already offered in the Theater Department. The Department must approve the upper level equivalent before a student goes abroad.

Most programs approved by Boston College are acceptable, though the student may be wise to meet with his or her advisor to discuss options on an individual basis. Students are encouraged to explore a range of options when considering study abroad, especially participation in summer programs since they do not conflict with advanced study here. Stuart Hecht, Department Chairperson, is the Department's Study Abroad Advisor and contact for course approval.

#### Undergraduate Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at <http://www.bc.edu/courses/>.

#### CT 060 Introduction to Theatre (Fall/Spring: 3)

**Satisfies Arts Core Requirement**

This is a survey course for primarily non-majors, its aim is to impart an appreciation of the theatre as an artistic and humanizing experience. There will be discussion of the various elements that contribute to the development of theatre as a specialized art form including historical and cultural influences, staging styles and techniques, and the multiple genres of dramatic writing. Several plays illustrating the above will be read and attendance at selected performances is required.

*The Department*

#### CT 062 Dramatic Structure and Theatrical Process (Fall: 3)

**Satisfies Arts Core Requirement**

**Required for all Theatre majors**

This is an advanced introductory class primarily intended for, though not limited to, Theatre majors. Students will study a series of plays in order to familiarize themselves with varying dramatic structures and genres, and to build an understanding of how plays function

from a performance sensibility. Students will also study the process of staging plays, the various production elements, with a larger consideration of how the theatre functions both practically and theoretically in contemporary society.

*Scott T. Cummings*

#### CT 101 Acting I: Introduction (Fall/Spring: 3)

**Prerequisite:** CT 060 or CT 062

In Acting I students will train in the basic skills of an actor, including vocal and physical warm-ups to free the body and voice, improvisation and group performance exercises to free emotional spontaneity and encourage creativity, and beginning monologue/scene work to attain an understanding of the craft of acting.

*Patricia Riffin*

#### CT 110 Beginning Ballet I (Fall: 3)

This course is designed to challenge both the experienced and beginner dancer. Individual attention will be given with the goal of perceiving the technical and artistic aspects of dance as a performing art. Each class will incorporate barre and center work with phrases appropriate to the individuals in the class. Students will become familiar with the vocabulary and the historical background of ballet. Work in anatomy, kinesiology, costume design, and music will be introduced. Dress code will be leotard and tights or unitard, and ballet shoes. A pianist will accompany each class.

*Margot Parsons*

#### CT 111 Beginning Ballet II (Spring: 3)

**Prerequisite:** Permission of instructor

This course, a continuation of Beginning Ballet I, is designed to challenge both the experienced and beginner dancer. Individual attention will be given with the goal of perceiving the technical and artistic aspects of dance as a performing art. Each class will incorporate barre and center work with phrases appropriate to the individuals in the class. Students will increase their ballet vocabulary and their understanding of the historical background of ballet. In addition, there will be readings in anatomy and dance criticism. Dress code will be leotard and tights or unitard, and ballet shoes. A pianist will accompany each class.

*Margot Parsons*

#### CT 140 Elements of Theater Production I (Spring: 3)

**Corequisite:** CT 145

The course introduces the history, theory, and practice of technical theater production through lectures, discussion, observation and hands-on experience. Completion of the course will equip students with the basic knowledge and minimum skills necessary for the preparation and execution of scenery, costumes, and lighting for the stage. This course, required for all Theatre majors, will also be particularly useful to those non-majors who wish to work on productions at the Robsham Center. No experience is necessary.

*Sheppard Barnett*

*Crystal Tiala*

#### CT 141 Elements of Theatre Production II (Fall: 3)

**Prerequisite:** CT 140 or permission of instructor

**Corequisite:** CT 150

This class is a continuation of the Elements of Theatre Production I class. In addition to learning more of the basic knowledge and skills necessary for the preparation and execution of theatrical stage work,

students will also learn basic principles and skills of stage design. As was the case with Elements I, this course is required for theatre majors but is also open to interested non-majors.

*Crystal Tiala*

**CT 145 Theater Production Laboratory I (Fall/Spring: 1)**

*Corequisite:* To be taken in conjunction with CT 140 or independently.

This course familiarizes the student with specific equipment and skills needed for the preparation of scenery, costumes, lighting, and sound for theatre production.

*Crystal Tiala*

**CT 150 Theatre Production Laboratory II (Fall/Spring: 2)**

This is a 2-credit course for those students approved to work on Department of Theatre productions under appropriate faculty supervision. If approved, students may take the course for work as a performer in a designated role, as a stage manager, or as a designer.

*Crystal Tiala*

**CT 201 Acting II: Characterization (Spring: 3)**

*Prerequisite:* CT 101 and permission of instructor

This course presupposes some exposure to the actor's basic rehearsal disciplines. It is built upon the foundation of skills and knowledge established in CT 101. Students are responsible for applying and developing those disciplines through the rehearsal and performance of three or four scenes of their own choosing. Although not restricted to majors, this course is not recommended for students unwilling to devote considerable effort to the exploration and development of the discipline of acting.

*Luke Jorgensen*

**CT 202 Acting Techniques I (Fall: 3)**

*Prerequisite:* CT 101

Acting Techniques I will explore the basic principles of acting through the methods developed by Sanford Meisner. Through his improvisational techniques, the actor's abilities to work moment by moment and to truthfully live in those moments will be developed. A series of exercises will take the actor from simple improvisations to advanced ones that challenge the student's imagination and emotional life. During the semester you will apply the skills developed through these exercises to two scenes from the modern theatre repertoire.

*Patricia Riffin*

**CT 205 Elements of Dance (Fall: 3)**

**Satisfies Arts Core Requirement**

This course is designed to develop the student's knowledge and experience of dance as an art form. The elements of dance used in ballet, modern and jazz will be introduced along with the principles of composition. The aesthetics of dance as an art form will also be studied. Students will be reading texts as well as viewing dance works in live performance and on video. This course will provide a groundwork for students who wish to do further work in technique, composition and performance.

*Robert Ver Eecke, S.J.*

**CT 206 Dance for Musicals I (Fall: 3)**

Designed to improve the dancing ability and knowledge of both beginning and experienced musical theatre students. The course introduces three dance techniques most often used in musical theatre: modern, tap, and jazz. Students will study the work of great musical choreographers such as Fosse, Robbins and Bennett, as well as Limon, Graham, Hines, and Giordano. Students will learn choreographic his-

tory, dance styles, and terminology. Classes include body warm-up, stretch and flexibility combinations, movement progressions, and choreographed dance routines. Both a written and performance final will be given. A specific dress code is required.

*Kenda Newbury*

**CT 210 Intermediate Ballet I (Fall: 3)**

*Prerequisite:* CT 111 or permission of instructor

This course is designed to challenge the intermediate dancer who has a solid command of ballet vocabulary and who has had two to three years of secure ballet training or who has completed Ballet II. Individual attention will be given with the goal of perceiving the technical and artistic aspects of dance as a performing art.

*Margot Parsons*

**CT 220 Stage Movement I (Fall: 3)**

Through warm-up exercises, discussion of design, time, motivation, and individual problem solving, students will be introduced to the body as an instrument of the actor. The course will include practical experience in movement, experimentation, preparation of lines, and reading assignments. Students will explore the difference between the actor's emotions and the viewers' response and try to understand how the body can be used to heighten communication. Working from a realized center, students try to experience greater freedom of the voice and interpretive expression. The course does not require previous experience.

*Pamela Newton*

**CT 230 Producing Performing Arts: Concept to Completion (Fall: 3)**

*Howard Enoch*

**CT 238 Marketing the Arts (Spring: 3)**

**Cross Listed with CO 238**

The course will have a major focus on the practical application of the art and science of marketing the arts, especially theater, in today's increasingly competitive economic environment. Specifically, the course will investigate the evolution of modern marketing, market principles and terms, marketing approaches and management, and strategic marketing plans. The course will also investigate fund raising, financial management, and economics and the arts.

*Howard Enoch*

**CT 239 Principles of Theatre Management (Fall: 3)**

**Cross Listed with CO 239**

This course is designed to address the issues involved in the operations and management of a performing arts center. Areas to be covered are: basic management theory as it relates to arts management, strategic planning and decision making, fundamentals of organizational design, fundamentals of leadership and group dynamics, budgeting and economics in the arts, and financial management. The course will use case studies to test theories and ideas developed by the class

*Howard Enoch*

**CT 246 Scene Painting I (Fall: 3)**

*Prerequisite:* CT 153 or permission of instructor

This course introduces to students basic techniques employed in theatrical scene painting, including research, preparation, and execution. The role of the scenic artist as it relates to the integration of a complete stage design with other design elements will be explored in lecture/discussion, demonstration and field trips.

*Crystal Tiala*

**CT 248 Computer Aided Drafting and Design (Fall: 3)****Cross Listed with CO 248, FS 248**

Computer-aided drafting and design technology is an indispensable design tool for theatrical, architectural, mechanical, industrial and landscape design. This course will use VectorWorks software to introduce students to 2-dimensional drafting and 3-dimensional modeling for a theatrical stage design context. Projects will include precise working drawings, quality renderings with realistic textures and dramatic lighting and shadowing, 3-D models and animated presentations including fly-over and walk through effects.

*The Department***CT 252 Creative Dramatics: Teaching through Drama and Improvisation (Fall: 3)**

**This class is recommended to anyone interested in education and is designed especially for those who want to work with students pre-K through 12.**

This course reviews the theory and practice of using the medium of drama in education. Various aspects of dramatic expression are examined, including spontaneous dramatic play and such teacher-guided activities for children and adolescents as creative dramatics, socio-dramatic play, improvisation, and story dramatization. Emphasis will be on the development of an integrated curriculum, on teaching skills and planning environments that extend the educational experiences of children and adolescents, and that encourage creative expression through the use of drama. This course is particularly suited for those teaching or preparing to teach in preschool, elementary, middle, and secondary school.

*Luke Jorgensen***CT 275 History of Theatre I (Fall: 3)**

This course follows the simultaneous development of the actor, playwright, architect, and director from the Egyptian theatre through to the Elizabethan and Jacobean theatre. The course will also study the development of dramatic structure and form over time. In a larger sense, it will examine the role and function of theatre in each successive society, determining how the stage reflects the social, political, and cultural concerns of each age.

*John Houchin***CT 276 History of Theatre II (Spring: 3)**

This course is a continuation of History of Theatre I. It, too, follows the simultaneous development of the actor, playwright, architect, and director, but it takes the story from the year 1642 to the present. The course will also study the development of dramatic structure and form over time. As in the first half of the course, this class will examine the role and function of theatre in each successive society, determining how the stage reflects the social, political, and cultural concerns of each age.

*John Houchin***CT 300 Acting Techniques II (Spring: 3)***Prerequisite: CT 202*

The course is a continuation of Acting Techniques I. It builds upon the foundation of Linklater voice and character skills developed in the previous course and includes greater emphasis on application through specific textual work.

*The Department***CT 301 Acting III (Fall: 3)***Prerequisite: CT 101 and CT 201, and either CT 202 or CT 220*

This course takes the basic acting skills for granted and proceeds to examine specific problems in scene study and script analysis. Understanding the text and translating that understanding through performance is the basis of the several scenes that are performed as works in progress.

*The Department***CT 306 Dance for Musicals II (Spring: 3)**

Designed to elaborate upon knowledge and skills learned in Part I, expanding techniques in modern, tap, and jazz. Students will learn repertoire from *42nd Street*, *American in Paris*, and others. Individual attention will be given to perceive technical and artistic aspects of dance in musicals. Students will continue studies of influential choreographers, including Tharp, Cole, Morris, Taylor, and Kidd. Students will develop dance audition techniques. Each class includes body warm-up, stretch and flexibility combinations, movement progressions, and choreographed routines. Both a written and performance final will be given. A specific dress code is required.

*Kenda Newbury***CT 321 Choreography: Composition and Movement (Spring: 3)**

Making dances involves energy, skill, and enthusiasm. This course will introduce concepts of dance composition while encouraging new approaches to the interplay of movement and sound. We will consider shape, dynamics, rhythm, motivation, abstraction, and mood. Each class will begin with warm-up exercises and work into creative problem-solving. Through improvisation and short movement studies, the teacher will introduce the basic tools of choreography. Looking at the works that other students have constructed, the class will then learn how to turn theory into effective dance phrasing. This class encourages the exploration of the rhythms, images, and conflicts of the 1990s.

*Pamela Newton***CT 352 Stage Design I (Spring: 3)****Cross Listed with FS 352**

See course description in the Fine Arts Department.

*Crystal Tiala***CT 357 Costume Design (Spring: 3)**

The art of costume design integrates artistic imagination with the practical concerns of theatrical production. This course is designed to help students develop the fundamental skills used by costume designers, focusing particular attention on character analysis, period research, and visual communication. The course will include a series of exercises and projects to develop skills in figure drawing, rendering in various media, fabric selection and color. Students will learn how to communicate character, mood and style through costume following two learning tracks: (1) developing the design (concept and theory), and (2) communicating the design (figure drawing and rendering).

*Jacqueline Dalley***CT 365 Modern Theatre and Drama (Spring: 3)****Cross Listed with EN 240**

In one sense, the purpose of this class is to review the development of modern drama from its roots in Ibsen to the present. In order to do this we will read some ten to twelve plays, including works by such playwrights as Ibsen, Chekhov, Shaw, Pirandello, Brecht, Pinter, Beckett, O'Neill, Shaffer, Shepard, August Wilson and Craig Lucas. In another sense, this is a class in learning how plays work. We will exam-

ine each play's dramatic structure and consider how exactly form (style) reflects content. In all cases, we will consider each work's thematic content and the implications of performance elements.

*Scott T. Cummings*

**CT 367 American Musical Theatre (Fall: 3)**

Examination of the development of the American musical, from its roots through its nineteenth century inception and on to the present. We will trace the evolution of this theatrical form through study of its leading creative artists and productions, with special emphasis placed upon the careers and contributions of its leading composers and performers. This will include the work of George M. Cohan, Irving Berlin, George Gershwin, Cole Porter, Rodgers with Hart and with Hammerstein, Leonard Bernstein, Stephen Sondheim and Andrew Lloyd Webber. The course will use lecture, discussion, presentation, film and recordings to examine musical theatre's growth and development.

*Stuart J. Hecht*

**CT 384 Playwriting I (Fall: 3)**

**Cross Listed with EN 241**

*Scott T. Cummings*

**CT 430 Directing I (Fall: 3)**

*Prerequisite:* Permission of instructor

This is a course in the fundamentals of script analysis, staging, and interpretation. Students learn through both lecture and practical application the basic skills that constitute the stage director's craft. Previous acting or other stage experience, along with background in dramatic literature, is strongly recommended.

*Stuart J. Hecht*

**CT 431 Directing II (Spring: 3)**

*Prerequisite:* Permission of instructor

This course is built upon the foundation of skills and knowledge developed in Directing I. The students will further refine skills acquired in the first course and will also gain an understanding of the theoretical aspects of the director's craft.

*Stuart J. Hecht*

**CT 432 Directing Lab I (Fall: 3)**

*Corequisite:* CT 430

To be taken in conjunction with CT 430 Directing I. This course provides students enrolled in Directing I with a setting to test out ideas and develop directorial skills through concentrated scene work.

*Stuart J. Hecht*

**CT 433 Directing Lab II (Spring: 3)**

*Corequisite:* CT 431

To be taken in conjunction with CT 431 Directing II. This course is a continuation of CT 432 and functions in much the same way though in relation to the material covered in Directing II.

*Stuart J. Hecht*

**CT 450 Teaching Assistantship (Fall/Spring: 2)**

*Prerequisite:* Senior standing, 12 credit hours in Theatre, and permission of the instructor

**This lab class may not be used toward the six lab credits required to majors.**

This 2-credit laboratory course is intended to provide undergraduate Theatre majors with teaching experience. Students assist a profes-

sor in planning and implementing various aspects of a course. This course is limited to senior Theatre majors who have already taken the course for which they wish to serve as an assistant.

*The Department*

**CT 530 Theatre Practicum in Directing (Fall/Spring: 3)**

*Prerequisite:* Permission of sponsoring instructor

This is a senior project in which a limited number of students direct a departmental Workshop production, contingent upon the acceptance of a written proposal submitted to the faculty. An independent study for those students interested in advanced study in directing, done under close faculty supervision. Only those students who have successfully completed both directing classes may be considered to direct a Workshop production.

*Stuart J. Hecht*

**CT 540 Theatre Practicum in Design (Fall/Spring: 3)**

*Prerequisite:* Permission of sponsoring instructor

This is a Senior Project involving the design of sets, lights, and/or costumes for a departmental mainstage production. Candidates are selected in the second semester of their junior year and will at that time discuss the scope of the project with the faculty. Consultation with the faculty will determine whether the students enroll for Practicum in the fall or the spring semester of their senior year. Consideration for enrollment will be given to those students who have successfully completed the design sequence, including six of the eight required Theatre Production Laboratories.

*Crystal Tiala*

**CT 550 Honors Project in Theatre (Fall/Spring: 3)**

*Prerequisite:* Permission of sponsoring instructor

A year-long project open only to senior Theatre majors. An advanced independent study in the area of readings and research, though it may include a performance or production aspect. This will result in a written thesis at year's end.

*Stuart J. Hecht*

**CT 598 Readings and Research in Theatre (Fall/Spring: 3)**

*Prerequisite:* Senior standing, 12 credit hours in theatre, and permission of instructor required

Students are not encouraged to employ this course for anything but a very specific research program, which must be approved in advance by a Theatre faculty member.

*Scott T. Cummings*

*Stuart J. Hecht*

*John Houchin*

*Luke Jorgensen*

*Crystal Tiala*

***Undergraduate and Graduate Course Offerings***

**CT 385 Playwriting II (Spring: 3)**

*Prerequisite:* CT 285/EN 241 and permission of instructor

**Cross Listed with EN 248**

This writing-intensive course extends the work initiated in Playwriting I. Students are expected to complete a fully scripted long play, one that demonstrates a firm command of practical dramaturgy, character development, and theatrical narrative. In some instances, staged readings will be arranged in order to test a script under performance conditions. Although the emphasis of the course is placed on stu-

dent writing, readings and lectures will introduce basic aspects of dramatic theory and current developments in performance practice will be discussed.

*Scott T. Cummings*

## Theology

### Faculty

**Robert Daly, S.J.**, *Professor Emeritus*; A.B., A.M., Boston College;

A.M., Catholic University; Dr. Theol., University of Wurzburg

**Philip King**, *Professor Emeritus*; A.B., M.A., St. John Seminary College; S.T.L., Catholic University of America; S.S.L., Pontifical Biblical Institute; S.T.D., Pontifical Lateran University

**Patrick J. Ryan, S.J.**, *Associate Professor Emeritus*; A.B., A.M., Boston College; S.T.D., Gregorian University

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**Lisa Sowle Cahill**, *Monan Professor*; A.B., University of Santa Clara; A.M., Ph.D., University of Chicago

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**Donald J. Dietrich**, *Professor*; B.S., Canisius College; M.A., Ph.D., University of Minnesota

**Harvey Egan, S.J.**, *Professor*; B.S., Worcester Polytechnic Institute; A.M., Boston College; Th.M., Woodstock College; Dr. Theol., University of Munster (Germany)

**Roberto Goizueta**, *Professor*; B.A., Yale University; M.A., Ph.D., Marquette University

**Thomas H. Groome**, *Professor*; A.B., St. Patrick's Seminary, Ireland; A.M., Fordham University; Ed.D., Union Theological Seminary, Columbia University

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**Matthew L. Lamb**, *Professor*; B.A., Scholasticate of Holy Spirit Monastery; S.T.L., Pontifical Gregorian University; Dr.Theo., State University of Munster

**William W. Meissner, S.J.**, *Professor*; University Professor of Psychoanalysis; B.A. (m.c.I.), M.A., St. Louis University; S.T.L., Woodstock College; M.D. (c.I.), Harvard University

**John J. Paris, S.J.**, *Walsh Professor*; B.S., M.A., Boston College; A.M., Harvard University; Ph.L., Weston College; M.A., Ph.D., University of Southern California

**PHEME PERKINS**, *Professor*; A.B., St. John's College; A.M., Ph.D., Harvard University

**Louis P. Roy, O.P.**, *Professor*; B.Ph., M.A.Ph., M.A.Th, Dominican College; Ph.D., University of Cambridge

**Francis A. Sullivan, S.J.**, *Adjunct Professor*; B.A., M.A., Boston College (Weston College); M.A., Fordham University; STL, Weston College; STD, Pontifical Gregorian University

**M. Shawn Copeland**, *Associate Professor*; Ph.D., Boston College

**John A. Darr**, *Associate Professor*; A.B., A.M., Wheaton College (Illinois); A.M., Ph.D., Vanderbilt University

**Charles C. Hefling**, *Associate Professor*; A.B., Harvard College; B.D., Th.D., The Divinity School Harvard University; Ph.D., Boston College

**Kenneth Himes, O.F.M.**, *Associate Professor*; Chairperson of the Department; B.A., Siena College; M.A., Washington Theological Union; Ph.D., Duke University

**Mary Ann Hinsdale**, *Associate Professor*; B.A., Marygrove College; S.T.L., Regis College; Ph.D., University of St. Michael's College, Toronto

**Robert P. Imbelli**, *Associate Professor*; B.A., Fordham University; S.T.L., Gregorian University, Rome; M. Phil., Ph.D., Yale University

**Ruth Langer**, *Associate Professor*; A.B., Bryn Mawr College; M.A.H.L., M.Phil., Ph.D., Hebrew Union College

**Frederick Lawrence**, *Associate Professor*; A.B., St. John's College; D.Th., University of Basel

**John Makransky**, *Associate Professor*; B.A., Yale University; Ph.D., University of Wisconsin

**H. John McDargh**, *Associate Professor*; A.B., Emory University; Ph.D. Harvard University

**Bruce Morrill, S.J.**, *Associate Professor*; Director of Graduate Studies, B.A., College of the Holy Cross; M.A., Columbia University; M.Div., Jesuit School of Theology, Berkeley; Ph.D., Emory University

**Stephen J. Pope**, *Associate Professor*; A.B., Gonzaga University; M.A., Ph.D., University of Chicago

**Jane Regan**, *Associate Professor*; B.A., University of North Carolina, Charlotte; M.A., Fordham University; Ph.D., The Catholic University of America

**Margaret Amy Schatkin**, *Associate Professor*; A.B., Queens College; A.M., Ph.D., Fordham University; Th.D., Princeton Theological Seminary

**David Vanderhooft**, *Associate Professor*; B.A., University of Winnipeg; M.A., York University; Ph.D., Harvard University

**Thomas E. Wangler**, *Associate Professor*; B.S., LeMoyne College; M.A., Ph.D., Marquette University

**James M. Weiss**, *Associate Professor*; A.B., Loyola University of Chicago; A.M., Ph.D., University of Chicago

**Boyd Taylor Coolman**, *Assistant Professor*; B.A., Wheaton College; M.Div., Princeton Theological Seminary; Ph.D., University of Notre Dame

**Jeffrey Geoghegan**, *Assistant Professor*; B.A., University of California; M.A., Ph.D., University of California, San Diego

**Yonder Gillihan**, *Assistant Professor*; B.A., M.A., Ball State University; M.A. University of Chicago, (Ph.D. candidate), University of Chicago

**Paul R. Kolbet**, *Assistant Professor*; B.A., Oral Roberts University; M.Div., Yale University Divinity School; Ph.D., University of Notre Dame

**Philip Cunningham**, *Adjunct Associate Professor*; B.A., Fordham College; M.S., Ed, Fordham Graduate School of Education; M.A. LaSalle University; Ph.D. Boston College

**Francis P. Kilcoyne**, *Adjunct Associate Professor*; Assistant Chairperson; B.A., Cathedral College; S.T.B., Catholic University, M.A., St. Michael's College; M.A., St. John's University; Ph.D., Boston College

**Aloysius Lugira**, *Adjunct Associate Professor*; B.A., Katigondo Seminary; B.Th., M.Th., Th.D., Fribourg University.

**Jennifer L. S. Bader**, *Adjunct Assistant Professor*; Ph.D., Catholic University of America

**Colleen Griffith**, *Adjunct Assistant Professor*; B.A., St. Joseph's College; Rel.Ed., Boston College; Th.D., Harvard University

### Ph.D. Associated Faculty

#### Andover Newton Theological School

**L. Dean Allen**

**Matthew Myer Boulton**

**Mark S. Burrows**

**Valerie Elverton Dixon**

**Carole R. Fontaine**

**Brita L. Gill-Austern**

**Julianne S. Hallman**

**S. Mark Heim**

**Daniel Jeyaraj**

**Kirk B. Jones**

**Greg Mobley**

**Elizabeth Nordbeck**

**Robert W. Pazmino**

**Sharon A. Taylor**

**Sharon Thornton**

**Benjamin Valentin**

**Sze-kar Wan**

#### Weston Jesuit School of Theology

**Khaled Anatolios**

**John Baldovin, S.J.**

**Kevin Burke, S.J.**

**Francine J. Cardman**

**Richard J. Clifford, S.J.**

**Peter E. Fink, S.J.**

**Margaret E. Guider, O.S.F.**

**Daniel J. Harrington, S.J.**

**Thomas A. Kane, C.S.P.**

**Stanley B. Marrow, S.J.**

**Thomas Massaro, S.J.**

**Catherine M. Mooney**

**John W. O'Malley, S.J.**

**John R. Sachs, S.J.**

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#### Contacts

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### Undergraduate Program Description

The undergraduate program in Theology is designed to provide students with the knowledge and skills necessary for a reasoned reflection on their own values, faith, and tradition, as well as on the religious

forces that shape our society and world. As a broad liberal arts discipline, theology encourages and guides inquiries into life's most meaningful issues from such diverse perspectives as ethics, Biblical studies, history, psychology, social studies, philosophy, and comparative religion. There is a strong, although not exclusive, emphasis on Christianity, especially as manifested in the Roman Catholic tradition.

The major in theology has proven to be excellent preparation for vocations requiring careful reasoning, close reading, clarity in written expression, the ability to make ethical decisions, and a broad understanding of cultures. It provides a solid background for graduate study in the humanities and for such professional schools as medicine, business and law. For those wishing to pursue a career in ministry or religious education, of course, theology is still a prerequisite. Long gone, however, is the time when theology was considered the exclusive domain of seminarians and the religious. Many students now elect theology as a second major to balance and to broaden their education and to provide perspective on such first majors as biology, political science, or English literature.

The Theology Department boasts a large, internationally known faculty with expertise in areas as diverse as systematic theology, ethics, biblical studies, church history, liturgy, and psychology of religion. A prestigious graduate program leads to the M.A. and Ph.D. degrees in several specialties. Nevertheless, the Department as a whole remains fully committed to the teaching of undergraduates and to the education of Theology majors.

#### Core Options

*Two-semester sequence.* Students must take both semesters of the same Core course (preferably with the same instructor) to fulfill the requirement and receive Core credit. Students shall select one two-course sequence from the following:

- TH 001-002 Biblical Heritage I and II
- TH 016-017 Introduction to Christian Theology I and II
- TH 023-024 Exploring Catholicism: Tradition and Transformation
- TH 161-162 The Religious Quest I and II

*12-credit courses.* Students may take these courses to fulfill the Theology requirement. There are two of these Philosophy/Theology courses: PL/TH 090-091 Perspectives on Western Culture (**for freshmen only**) and PL/TH 088-089 Person and Social Responsibility (for PULSE Program students only).

#### Major Requirements

The major curriculum in Theology incorporates both structure and flexibility. Majors take a combination of essential, required courses and electives from within and outside the Department of Theology. Programs are designed in consultation with the Director of Undergraduate Studies. The ordinary requirements are ten courses, distributed as follows:

- Either The Biblical Heritage or The Religious Quest. These year-long Core sequences count as two courses each.
- Either Introduction to Christian Theology or Exploring Catholicism: Tradition and Transformation, Perspectives, Pulse, or the Honors Program. These year-long Core sequences count as two courses each.
- Five electives chosen in consultation with the departmental Director of Undergraduate Studies. At least three of these are to be from above the Core level. In some cases, the Director may

also approve one or two electives from outside the Theology Department. A unifying factor such as an overarching theme, doctrine, or cross-disciplinary interest will guide the choice of electives.

- The Majors' Seminar, ordinarily taken in the junior year, is designed to help majors synthesize course work by focusing on key themes, questions, and areas for further theological inquiry. This course is offered each fall.

Majors are encouraged to work with other departments in cross-disciplinary study. Students in the Lynch School of Education can also major in Theology. Theology majors can concentrate in education in the Lynch School of Education.

The Department's membership in the Boston Theological Institute (BTI) allows advanced Theology majors to cross-register into some 700 courses taught by 150 faculty members at eight other BTI schools. Students thus have access to the resources of one of the world's great centers of theological study.

#### Minor Requirements

The minor in Theology requires the Core and five additional courses. Three of these additional courses must be beyond the Core level.

#### Department Honors Program

The Department of Theology sponsors an honors program for a small number of outstanding junior and senior majors. The purpose of a Departmental Honors Program is to acknowledge special achievement in our academically most talented majors, to encourage greater dedication to theological scholarship, and to provide concrete means by which it can be fostered.

Honors students are selected by the faculty from among their best students. They can be invited any time after freshman year, and optimally before junior year, based on performance in theology courses and overall GPA.

Requirements for graduation with departmental honors:

- Completion of at least one majors seminar, which will involve students in specialized study within one of the areas of our field (e.g., systematics, comparative, ethics, bible, etc.) and which will enable them to develop the skills of research and writing necessary for writing the senior thesis. The majors seminar is considered an elective for the Theology major. Only honors students may take Majors Seminar (i.e., it is by departmental permission only).
- Completion of at least four Level III courses (or the equivalent, e.g., a graduate course by permission of the instructor).
- Completion of a senior honors thesis under the direction of a designated faculty member. Students writing the honors thesis will be given three credits per semester in the fall and spring of their senior year. These six credits will contribute to the thirty required to obtain the major in theology. Theses will be judged by a panel of theology faculty members in April and the best thesis will be eligible for the Tully award.
- The honors program awards three levels of honors, based on performance on the thesis, quality of work in the majors seminar and other advanced courses, and achievement in overall record at Boston College. Students who choose not to write a thesis but have demonstrated excellence as a major, and especially in the majors seminar, are eligible for the lowest level of departmental honors. Students who complete all of the requirements listed

above are given High Honors and those few who do so with exceptional distinction can be awarded Highest Honors.

#### Information for First Year Majors and Non-Majors

Theology is the academic discipline concerned with the realities that are the center of religious faith and with the traditions of belief and worship that inform the life of communities of faith. Historical, biblical, psychological, ethical, pastoral, comparative, philosophical, and doctrinal studies are all included within the scope of Theology at Boston College, which introduces the undergraduate to a mature, critical approach to religious knowledge and experience. There is a strong, but by no means exclusive, emphasis on Christianity, and more specifically, on the Roman Catholic tradition.

The courses offered are grouped in four categories: (1) Biblical, (2) historical, (3) ethical and social-scientific, and (4) comparative and systematic or doctrinal. All courses, particularly those taught at the Core level, aim at fulfilling certain goals:

- A liberal arts goal of fostering awareness of the religious roots and background of our culture—for example, by giving students a coherent view of religion and its development, a groundwork for moral decision, and an awareness of their own existence as religious persons
- A specifically theological goal of introducing the materials and methods of one or more approaches to the academic study of religious faith and tradition
- A religious or confessional goal, explicit in some—though not all—courses, of exploring a particular tradition from the inside, healing negative encounters with religion, inviting commitment and belief, and the like.

#### Information for Study Abroad

There are no formal requirements stated by the Theology Department, but it is presumed that students will have completed at least one Core course before going abroad. The Department will allow six credits or two courses taken abroad to count toward major credit. A maximum of one Core course (three credits) may be taken abroad.

The international programs at the University of Durham and Oxford University are both recommended by the Theology Department. All Theology majors should contact the Director of Undergraduate Studies, while planning their study abroad program.

#### Fifth Year B.A./M.A. Program

Undergraduate Theology majors may opt to enter a five-year B.A./M.A. program. Application to the program will take place during the junior year. Students admitted to the B.A./M.A. program will follow the curriculum for regular Theology majors, except that all five of their electives in the major must be upper-level courses (level three and above). Furthermore, these upper-level electives must be chosen in consultation with the Department's Director of Undergraduate Studies, who will make an evaluation of their appropriateness for the student's graduate education. Two of these courses will count toward the M.A. as well as the B.A. The remainder of the M.A. may thus be completed by taking eight additional graduate courses as well as the usual comprehensive examinations.

Interested undergraduate Theology majors must apply to the Graduate School of Arts and Sciences. Expectations are that such applicants will have achieved an overall GPA of at least 3.33 and a major GPA of 3.5 or above.

**Lonerган Center**

Studies related to the work of the Jesuit theologian and philosopher Bernard Lonergan (1904-1984) have a focus in the Lonergan Center at Boston College. The Center houses a growing collection of Lonergan's published and unpublished writings as well as secondary materials and reference works, and it also serves as a seminar and meeting room. Kerry Cronin is the Director of the Lonergan Center, which is located on the fourth level of Bapst Library and is open during regular hours as posted. Information about the Center or the Lonergan Institute is available at <http://www.bc.edu/lonergan/>.

**Joseph Gregory McCarthy Lecture Series**

The Joseph Gregory McCarthy Lecture Series, established by Dr. Eugene and Maureen McCarthy (and family) in the memory of their son, Joseph Gregory McCarthy, is held annually. The Joseph Gregory McCarthy Visiting Professor offers a series of lectures and student and faculty discussions about contemporary theological and religious issues during his or her visit to Boston College.

**Graduate Program Description**

Boston College offers unusual resources for a Catholic and ecumenical study of all areas of theology. Not only is the Theology Department in itself one of the foremost such departments in the country, but the city of Boston is one of the richest environments for the study of theology in the world. The Boston Theological Institute, a consortium of theology faculties primarily in the Boston-Newton-Cambridge area, has as its constituent members the following institutions:

- Andover Newton Theological School
- Boston College Department of Theology
- Boston University School of Theology
- Episcopal Divinity School
- Gordon-Conwell Theological Seminary
- Harvard Divinity School
- Holy Cross Greek Orthodox Seminary
- St. John's Seminary
- Weston Jesuit School of Theology

This consortium offers complete cross-registration in several hundred courses, the use of library facilities in the nine schools, joint seminars and programs, and faculty exchange programs. The Joint Faculty for the Ph.D. Program, described below, is particularly rich due to the special cooperation of interested faculty from Boston College, Andover Newton Theological School, and Weston Jesuit School of Theology.

**M.A. in Theology**

This degree serves (1) as a stepping stone or proving ground for those who wish to move on to higher degree programs and academic careers, (2) as an academic preparation for those moving towards professional, religious, or ministerial careers, or (3) as part of an enrichment or retooling program for those already established in such careers.

Candidates for the M.A. are required to complete 30 credits, on either a full-time or a part-time basis, for the degree. One course each in the areas of Ethics, Bible, and History is required, plus a two-semester, 6-credit survey course in Systematic Theology; the remaining five courses are electives. Reading knowledge in an appropriate foreign language is tested. Two written comprehensive examinations and a one hour oral are given at the completion of the program. In preparation for the first examination, the student reads selected works from the M.A. reading list in the four areas; for the second examination, the stu-

dent identifies his or her own special interest within one, or more than one of the four areas, or within a specially defined area. The oral examination covers both written examinations.

**M.A. in Biblical Studies**

The goal of the program is to acquaint students with the results of research into Biblical literature, history, exegesis, and theology, and with the methods proper to these approaches. This program is designed for those who wish to lay a foundation for work in teaching, preaching, or ministry, and for those anticipating further study in the Bible, or theology. Students will specialize in either Old or New Testament.

Thirty-six credits will be required for this M.A. Students will complete six courses in their testament of specialization and two in the other testament. Two courses may be devoted to any aspect of communication of the Word, hermeneutics, or application of the Bible to contemporary problems. A M.A. thesis or major paper may substitute for six of the credit requirements; the student must register for six (6) credits of the Thesis Seminar.

The student must acquire a solid basic knowledge of the original language of their testament (Hebrew or Greek). Students may prove their competence by passing a test administered by the faculty. Students must also fulfill the ordinary M.A. requirement in one modern language. Students will be tested in three areas of the Bible: history, literature, and theology. Examinations will be both written and oral. Students may arrange to write an M.A. thesis or do a major research paper as part of the examinations.

**Ph.D. Program in Theology**

The Program is designed and administered by an ecumenical joint faculty drawn from the Department faculty and from the faculty of Andover Newton Theological School and Weston Jesuit School of Theology.

The Program has as its goal the formation of theologians intellectually excelling in the church, the academy, and society. It is confessional in nature and envisions theology as "faith seeking understanding." Accordingly, the Program aims at nourishing a community of faith, scholarly conversation, research, and teaching that is centered in the study of Christian life and thought, past and present, in ways that contribute to this goal. It recognizes that creative theological discussion and specialized research today require serious and in-depth appropriation of the great philosophical and theological traditions of the past, as well as ecumenical, interdisciplinary, inter-religious, and cross-cultural cooperation.

The Program, therefore, very much belongs to a joint graduate faculty drawn from the three schools, each of which is rooted in and committed to a theological tradition—the Reformed tradition at Andover Newton Theological School and the Roman Catholic tradition at Boston College and Weston Jesuit School of Theology. While retaining their academic and fiscal identities, Andover Newton Theological School, Boston College, and Weston Jesuit School of Theology have cooperated in the creation of a joint faculty of selected members of their faculties. This involves a unique degree of Catholic and ecumenical cooperation at the doctoral level, bringing together faculty and students from diversified cultural and religious backgrounds. Indeed, one of the intrinsic components of the Program is a call for a wise appropriation of Catholic and/or Protestant theological and doctrinal traditions, as well as critical and constructive dialogue with other theological positions and with contemporary cultures.

The Program is rigorous in its expectation that students master Catholic and/or Protestant theological traditions and probe critically the foundations of various theological positions. Students are expected to master the tools and techniques of research, and so to organize and to integrate their knowledge in order to make an original contribution to theological discussion. Since the Program has faculty members who are experts in the Hindu, Buddhist, and Jewish traditions, it is also a context in which the issues raised by religious pluralism can be explored responsibly and in detail, and the project of a Christian comparative theology seriously pursued.

Students admitted to the Ph.D. Program should have completed the M.Div., or equivalent degree, a Master's degree in religion, theology, or philosophy, or a Bachelor's degree with a strong background in religion, theology, and/or philosophy.

#### Areas of Specialization

Areas of Specialization are currently the following: Biblical Studies, History of Christian Life and Thought, Systematic Theology, Theological Ethics, and Comparative Theology.

**Biblical Studies** focuses on the canonical books of the Bible both within their historical and cultural world and in relation to their reception within the Christian and Jewish traditions. All students will acquire a thorough competency in both the Old Testament/Hebrew Bible and the New Testament in Hebrew, Aramaic, and Greek. They may learn other ancient languages and literatures as their research requires and must acquire a reading knowledge of German and either French or Spanish. The Comprehensive Exams will cover the whole Bible with emphasis on either the Old or New Testament and will include a specialized exam in an area of study pertinent to the student's dissertation. Students will also acquire and be tested on a limited competency (a minor or the equivalent) in an area of theology other than Biblical Studies.

**The History of Christian Life and Thought** examines how over the course of Christian history a plurality of different forms of Christian faith, theology and doctrine, behavior, ritual, and institutional setting came to manifest itself. It focuses on studying how these various forms of Christian Life and Thought developed over time by looking not only to their direct social and religious contexts and their underlying philosophical and spiritual presuppositions, but also to the implications of such developments for the life of the church, both immediate and long-term.

While students in this area can study such diverse fields as history of exegesis, history of education, and institutional church history, as well as focus on individual authors of the past, the current faculty in the history area have a strong common interest in spirituality and in the history of theological developments. Their emphasis in all this is on the study of the past in its "past-ness," although secondarily the contemporary relevance of historical developments may be brought out as well. The History area is interested in teaching its students a keen awareness of historical method by keeping them abreast of the contemporary historiographical debate.

The History area wants to train students who at the end of their graduate education are able to teach a broad range of courses in the history of Christianity and are capable researchers in at least one subfield of historical Christianity (early Church, medieval, reformation, counterreformation, Enlightenment, modernity, American Christianity, and Jewish history). While the history students are required to be proficient in two modern languages (normally this would be German and French,

unless it can be demonstrated that another modern language is more relevant to their field of study), the knowledge of various ancient languages may be required depending on the student's dissertation topic. Thus, Greek, Latin, and Hebrew may well be required for students working in the early Christian and/or medieval period.

**Systematic Theology** is the contemporary intellectual reflection on the Christian Mysteries as an interrelated whole. The Systematics faculty seeks to develop the student's ability to treat theological material systematically and constructively, i.e., according to a method that attends to the coherence and interconnectedness of the elements of the Christian tradition. The necessary role of historical, dogmatic, and descriptive theological activity is hereby acknowledged. Our primary concern is the systematic and constructive elucidation of the Christian faith in a contemporary context, and we emphasize the relationships among theological themes and topics, including their growth and development in historical and systematic contexts. What is essential to the practice of systematic theology is a methodical appreciation of the concerns that form the context for the great inquiries and debates of the tradition and modern times.

**Theological Ethics** prepares its graduates for teaching and research positions that call for specialization in theological ethics. It includes the ecumenical study of major Roman Catholic and Protestant thinkers, and it attends to the Biblical foundations and theological contexts of ethics. In line with the conviction that faith and reason are complementary, the program explores the contributions of philosophical thought, both past and present. It has a strong social ethics component, as well as offerings in other areas of applied ethics. The exploration of contemporary ethics is set in a critical, historical perspective and encourages attention to the global and multicultural character of the Christian community.

**Comparative Theology** prepares students for careful theological reflection, usually from a Christian perspective, on non-Christian religions in their particularity, and on their significance for theology. Comparative Theology entails the study of one or more religious traditions in addition to one's own, and critical reflection on one's own tradition in light of that other tradition or other traditions. Students are expected to acquire a significant understanding of a major non-Christian religion as well as a critical method used in the study of religions, for example, philosophy of religion, comparative religion or history of religions.

Like all other areas of Theology, Comparative Theology's ultimate horizon is knowledge of God, the transcendent, or the nature of ultimate reality; it aims to be constructive theology. The practitioner, while rooted in one tradition (in this program, normally Christianity), becomes deeply affected by systematic, consistent attention to the details of one or more other religious and theological traditions, thereby informing continuing theological reflection upon his or her own tradition. It is this focused attention to the distinctive details of different traditions that distinguishes Comparative Theology from the Theology of Religions, but also opens the possibility of a newly and more deeply informed Theology of Religions. In turn, this study is brought into dialogue with some particular theme or topic of study in Christian Theology (usually, as studied in one of the other Areas of Specialization, Bible, History of Christian Life and Thought, Systematic Theology, Theological Ethics, or Pastoral Theology), and articulated in light of a Theology of Religions. Students in this Area are

thus prepared to take up a wide range of research projects, and also to teach one or more religious traditions in addition to chosen areas of Christian Theology.

For all the areas, at least two language examinations are required. These test the student's proficiency in reading languages important for his or her research, and must be passed before admission to the comprehensive examinations. Areas may require more than the minimum of two languages.

#### **Religious Education-Pastoral Ministry**

See separate listing under Religious Education and Pastoral Ministry section.

#### **Institute of Medieval Philosophy and Theology**

In conjunction with the Ph.D. Program in Theological Studies, the Department is also linked to the Institute of Medieval Philosophy and Theology. The Institute is a center that unites the teaching and research efforts of faculty members in the Theology and Philosophy Departments who specialize in medieval philosophy and theology. Doctoral degrees are awarded in the Theology or Philosophy Department, and students study within one of these departments. The focus of the Institute is the relationship between medieval philosophy and theology and modern continental philosophy and theology.

The concentration of the Philosophy and Theology Departments at Boston College is in modern continental thought, so the context for carrying on a dialogue between medieval and modern philosophy and theology is well established. To foster this dialogue and encourage the scholarly retrieval of the great medieval intellectual world, the Institute offers graduate student fellowships and assistantships, sponsors speakers programs, runs a faculty-student seminar to investigate new areas of medieval philosophical and theological research, and runs a research center to assist in the publication of monographs and articles in the diverse areas of medieval philosophy and theology, to encourage the translation of medieval sources and the editing of philosophical and theological texts.

#### **Undergraduate Course Offerings**

**Note:** Future course offerings and courses offered on a periodic basis are listed at <http://www.bc.edu/courses/>.

##### **TH 001 Biblical Heritage I (Fall: 3)**

**Satisfies Theology Core Requirement**

**You must take both sections of Biblical Heritage (TH 001 and TH 002) to receive Core credit. There are no exceptions.**

The Bible has been an influential and often fundamental source for many modern, Western views of God, nature, human beings, a just society, and the origin and destiny of humanity and the world. An intelligent, serious reading of the Bible raises most of the perennial questions that have traditionally stood at the center of philosophical and theological debate. Thus, a thorough analysis of Biblical texts in terms of the central concerns of the Core curriculum will be the primary goal of the Biblical Heritage.

*The Department*

##### **TH 002 Biblical Heritage II (Spring: 3)**

*Prerequisite:* TH 001

**Satisfies Theology Core Requirement**

**You must take both sections of Biblical Heritage (TH 001 and TH 002) to receive Core credit. There are no exceptions.**

The Bible has been an influential and often fundamental source for many modern, Western views of God, nature, human beings, a just

society, and the origin and destiny of humanity and the world. An intelligent, serious reading of the Bible raises most of the perennial questions that have traditionally stood at the center of philosophical and theological debate. Thus, a thorough analysis of Biblical texts in terms of the central concerns of the Core curriculum will be the primary goal of the Biblical Heritage.

*The Department*

##### **TH 016 Introduction to Christian Theology I (Fall: 3)**

**Satisfies Theology Core Requirement**

**You must take both sections of Introduction to Christian Theology (TH 016 and TH 017) to receive Core credit. There are no exceptions. Please see specific instructor's section for additional information.**

This sequence of courses considers significant questions in conversation with some of the most important writings in the tradition of Western Christian thought. Its purpose is to encourage students by drawing systematically on primary sources of historical significance to uncover the roots of the Christian faith and life and to delineate the values for which this tradition of faith stands. Students considering a minor course of study in the Faith, Peace, and Justice Program will find this course of special interest.

*The Department*

##### **TH 017 Introduction to Christian Theology II (Spring: 3)**

*Prerequisite:* TH 016

**Satisfies Theology Core Requirement**

**You must take both sections of Introduction to Christian Theology (TH 016 and TH 017) to receive Core credit. There are no exceptions. Please see specific instructor's section for additional information.**

This sequence of courses considers significant questions in conversation with some of the most important writings in the tradition of Western Christian thought. Its purpose is to encourage students by drawing systematically on primary sources of historical significance to uncover the roots of the Christian faith and life and to delineate the values for which this tradition of faith stands. Students considering a minor course of study in the Faith, Peace, and Justice Program will find this course of special interest.

*The Department*

##### **TH 023 Exploring Catholicism: Tradition and Transformation (Fall: 3)**

**Satisfies Theology Core Requirement**

**Formerly titled Introduction to Catholicism I. You must take both sections of Exploring Catholicism (TH 023 and TH 024) to receive Core credit. There are no exceptions. Please see specific instructor's section for additional information.**

This course is a two-semester exploration of the vision, beliefs, practices, and challenge of Catholicism. The first semester explores human existence lived in the light of the Mystery of God and the gift of Jesus Christ. The second semester considers the Church as the people of God, gathered and sent forth in the Spirit, the sacraments as catalysts of ongoing transformation in Christ, and the challenge of the spiritual life today. Close analysis of passages from the Bible will be supplemented by readings from contemporary theologians, literary figures, and social commentators.

*The Department*

**TH 024 Exploring Catholicism: Tradition and Transformation II (Spring: 3)***Prerequisite:* TH 023**Satisfies Theology Core Requirement**

Formerly titled Introduction to Catholicism II. You must take both sections of Exploring Catholicism: Tradition and Transformation I & II (TH 023 and TH 024) to receive Core credit. There are no exceptions. Please see specific instructor's section for additional information.

A two-semester exploration of the vision, beliefs, practices, and challenge of Catholicism. The first semester explores human existence lived in the light of the Mystery of God and the gift of Jesus Christ. The second semester considers the Church as the people of God, gathered and sent forth in the Spirit, the sacraments as catalysts of ongoing transformation in Christ, and the challenge of the spiritual life today. Close analysis of passages from the Bible will be supplemented by readings from contemporary theologians, literary figures, and social commentators.

*The Department***TH 037 Introduction to Hebrew I (Fall: 3)****Cross Listed with SL 037**

See course description in the Slavic and Eastern Languages Department.

*The Department***TH 038 Introduction to Hebrew II (Spring: 3)****Cross Listed with SL 038**

See course description in the Slavic and Eastern Languages Department.

*The Department***TH 088 Person and Social Responsibility (Fall: 3)***Corequisite:* PL 088**Satisfies Theology Core Requirement****Satisfies Philosophy Core Requirement**

This is a two-semester course that fulfills all the Core requirements in Philosophy and Theology. The course requirements include ten to twelve hours per week of community service at a PULSE field placement (see Special Programs section), as well as participation in a correlated class. The course will focus on problems of social injustice and the possibilities of surmounting those injustices. The field projects will put students directly in contact with people experiencing the consequences of social injustice—delinquency, poverty, psychological problems, prejudice, alienation.

*The Department***TH 089 Person and Social Responsibility (Spring: 3)***Corequisite:* PL 089**Satisfies Theology Core Requirement****Satisfies Philosophy Core Requirement**

This is a two-semester course that fulfills all the Core requirements in Philosophy and Theology. The course requirements include ten to twelve hours per week of community service at a PULSE field placement (see Special Programs section), as well as participation in a correlated class. The course will focus on problems of social injustice and the possibilities of surmounting those injustices. The field projects will put students directly in contact with people experiencing the consequences of social injustice—delinquency, poverty, psychological problems, prejudice, alienation.

*The Department***TH 090 Perspectives on Western Culture I (Fall: 6)***Corequisite:* PL 090**Satisfies Theology Core Requirement****Satisfies Philosophy Core Requirement**

Total of six credits each term. Satisfies Philosophy and Theology Core requirements. Freshman only.

The course introduces students to the Judeo-Christian biblical texts and to the writings of such foundational thinkers as Plato, Aristotle, Augustine, Aquinas, Luther, Bacon, Descartes, Hobbes, Locke, Kant, Hegel, and Kierkegaard. The first semester considers the birth of the self-critical Greek philosophic spirit, the story of the people of Israel, the emergence of Christianity and Islam, and concludes with a consideration of medieval explorations of the relationship between faith and reason. Attention will also be paid to non-Western philosophical and theological sources.

*The Department***TH 091 Perspectives on Western Culture II (Spring: 6)***Corequisite:* PL 091**Satisfies Theology Core Requirement****Satisfies Philosophy Core Requirement**

Total of six credits each term. Satisfies Philosophy and Theology Core requirements. Freshman only.

See course description under TH 090.

*The Department***TH 102 Human Setback: The Unexpected Grace (Fall: 3)****Offered Periodically**

This course acknowledges that for many persons the shortest distance between them and spiritual depth lies in traveling—what some call—life's "crooked" line. Disappointments, sickness, and other human setbacks, that cause us to feel lost and diminished at times, can turn out to be serendipitous avenues to new birth and growth when negotiated with faith, ritual, and religious wisdom. Christian themes of Cross, Resurrection, Evil, Forgiveness, Hope, Compassion, Community, and Prayer will be examined.

*Anthony Penna, S.J.***TH 107 Religion in Africa (Fall: 3)****Cross Listed with BK 120****Satisfies Cultural Diversity Core Requirement**

The course is designed to introduce the variety of African religious experiences within the context of world religions. The significance and contents of Africism as the African autochthonal religion will be outlined. Heterochthonal religions to Africa will be discussed. These include the following: Middle East originating religions, like Judaism, Christianity, Islam, and those originating in India, like Hinduism, Jainism, Sikhism, Parseeism. While emphasis will be laid on the impact religion has had on African communities within the context of peace and justice in the world, the course will also consider the role of Africism in a changing Africa.

*Aloysius M. Lugina***TH 108 Christianity in Africa (Spring: 3)****Cross Listed with BK 121****Satisfies Cultural Diversity Core Requirement**

This course is intended to give a historically interdisciplinary bird's-eye-view of Christianity in Africa. While Christianity in general will be touched upon, emphasis will be laid on the development and extension of the Christian tradition in Africa. The three stages within which

Christianity has so far been established in Africa will be discussed. Finally a response Christianity has received in Africa will be considered for the purpose of visualizing the future role of Christianity in changing Africa.  
*Aloysius M. Lugira*

**TH 115 Catholic Studies: Interdisciplinary Perspectives (Fall: 3)  
Offered Periodically**

A study of the cultures, forms and expressions and the significance of the practices and modes of intellectual inquiry that distinguish Catholicism as a religious tradition. This course introduces students to the methods, resources and techniques for pursuing an interdisciplinary study of Catholicism.

*Mary Ann Hinsdale, IHM*

**TH 160 The Challenge of Justice (Fall/Spring: 3)  
Cross Listed with PL 160**

This course fulfills the basic Core requirement for students interested in the Faith, Peace and Justice Program. Other students with a serious interest in thinking through the problems of building a just society are welcome.

This course introduces the student to the principal understandings of justice that have developed in the Western philosophical and theological traditions. Care is taken to relate the theories to concrete, practical and political problems, and to develop good reasons for choosing one way of justice rather than another. The relationship of justice to the complementary notion of peace will also be examined. Special attention is paid to the contribution of Catholic theology in the contemporary public conversation about justice and peace. Select problems may include human rights, hunger and poverty, and ecological justice.

*Matthew Mullane*

*Stephen Pope*

**TH 161 The Religious Quest: Comparative Perspectives I (Fall: 3)  
Satisfies Theology Core Requirement  
Satisfies Cultural Diversity Core Requirement**

You must take both sections of the Religious Quest I and II (TH 161 and TH 162) to receive Core credit. There are no exceptions. Please see specific instructor's section for additional information.

The Religious Quest explores the individual and communal search for wisdom about human nature, the world, ultimate realities and God, secrets of love and death, also enduring values to live by and paths to spiritual maturity. Although each section is different, likely themes include symbols, myths, doctrines, rituals, holy texts, saints, comparisons and contrasts among traditions, relevance of classical religious traditions to issues in today's world, interreligious dialogue today, and religious diversity in the Boston area. Each section brings the Biblical and Christian tradition into conversation with at least one other religious tradition.

*Francis X. Clooney, S.J.—Hinduism, Biblical Judaism, Catholic Christianity*

*Catherine Cornille—Christianity and Hinduism*

*Ruth Langer—Judaism and Catholicism*

*Aloysius Lugira—African Religions, Judaism, Christianity, Islam, Hinduism*

*H. John McDargh—Judaism, Buddhism*

*Thomas Cattoi—Buddhism*

*Laurie Johnston—Islam*

*Jonathan Sydnor—Hinduism*

*Melissa Tubbs-Loya—Judaism*

**TH 162 The Religious Quest: Comparative Perspectives II (Spring: 3)  
Prerequisite: TH 161 Religious Quest I**

**Satisfies Theology Core Requirement**

**Satisfies Cultural Diversity Core Requirement**

You must take both sections of the Religious Quest I and II (TH 161 and TH 162) to receive Core credit. There are no exceptions. Please see specific instructor's section for additional information.

The Religious Quest explores the individual and communal search for wisdom about human nature, the world, ultimate realities and God, secrets of love and death, also enduring values to live by and paths to spiritual maturity. Although each section is different, likely themes include: symbols, myths, doctrines, rituals; holy texts; saints; comparisons and contrasts among traditions; relevance of classical religious traditions to issues in today's world; interreligious dialogue today; religious diversity in the Boston area. Each section brings the Biblical and Christian tradition into conversation with at least one other religious tradition.

*Francis X. Clooney, SJ—Hinduism, Biblical Judaism, Catholic Christianity*

*Catherine Cornille—Christianity and Hinduism*

*Ruth Langer—Judaism and Catholicism*

*Aloysius Lugira—African Religions, Judaism, Christianity, Islam, Hinduism*

*H. John McDargh—Judaism, Buddhism*

*Thomas Cattoi—Buddhism*

*Laurie Johnston—Islam*

*Jonathan Sydnor—Hinduism*

*Melissa Tubbs-Loya—Judaism*

**TH 174 Islamic Civilization (Fall: 3)**

**Cross Listed with FA 174, HS 207**

This course examines Islam from the seventh century to the modern world. It covers political, social, theological, artistic, and economic history, the tenets of faith and practice, as well as the diverse cultural expressions of Muslims from Indonesia to Morocco and in the Western world. We will study Islamic civilization, relations with Christians, Jews, and Hindus. We will discuss the challenges of globalization in the twenty-first century. Students will read primary sources of literary riches of the tradition, view documentary films, slides, recordings, and contemporary cinema. The variety of experiences of Muslims and their artistic contribution will be examined.

*Natana DeLong-Bas*

*Jonathan Bloom*

*Benjamin Braude*

**TH 184 Studies in New Testament Greek (Spring: 3)**

**Cross Listed with SL 424**

See course description listed under the Slavics and Eastern Languages Department.

*M.J. Connolly*

**TH 206 Relationships: A Way to Know God (Spring: 3)**

The search for intimacy is a major developmental task of young adulthood. Intimacy is multi-faceted and includes not only sexual attraction and expression, but the whole range of interpersonal relationships that serve to fulfill this deep longing of the human spirit. Intimacy with God is mediated through other people. How do we experience the unseen God through those whom we see and know? A variety of rela-

tionships in life will be examined in order to explore our own religious and psycho-sexual development. Of special concern will be seeing our search for intimacy as deeply connected to our seeking after God.

*Joseph Marchese*

**TH 211 Justice in Ancient Greece (Fall: 3)**

**Cross Listed with CL 210, PL 210**

See course description in the Classics Department.

*David Gill, S.J.*

**TH 217 Sex, Gender, and the Human Body (Spring: 3)**

**Limited to 20 students. This course will depend greatly on informed discussion.**

The scandal in the church prompts us to reexamine in depth on how church teaching on each of these three topics has evolved historically (surprisingly the trajectories do not overlap as much as one might think). Then we will estimate critically the relevance these teachings have or should have on church members. We will then turn to contemporary proposals, to see what promise they may hold.

*James Keenan, S.J.*

**TH 224 HIV/Aids and Ethics (Fall: 3)**

Explores the ethical issues emerging from HIV/AIDS: questions of prevention (sexual abstinence and chastity programs, needle exchange, condoms), testing, discrimination, shaming, the vulnerability of women and children to the virus, homophobia, funding, the function of religion in public health, poverty issues, access to pharmaceuticals, drug patenting, human rights, etc.

*James Keenan, S.J.*

**TH 261 Spirituality and Sexuality (Fall: 3)**

**An elective course limited to senior and juniors who have already completed their Theology Core requirement.**

How does our experience of ourselves as sexual beings open us to the experience of the holy, and conversely, how might our desire for God be intimately related to our sexual desire and longings? These are the questions that will be the focus of our work. Not a course on sexual ethics, this course is an exploration of the complex interrelationship of sexual and spiritual desire as both are reflected upon in the Christian spiritual tradition.

*H. John McDargh*

**TH 285 Voices, Visions and Values: Exploring Vocation (Fall/Spring: 3)**

**This course was formerly listed as TH 252 Identity and Commitment.**

A primary source for Americans to derive meaning and purpose in their lives is work. Career and professional advancements do not seem to be sufficient in creating a life that captures the human spirit and makes a difference in the world. How do we fit the practical activity of our lives together with a sense of character and mission so that our work truly is a vocation? This course will use fictional and nonfictional voices as well as psycho/social analysis, cultural critique and theological/spiritual concepts to help envision a balanced life.

*Joseph Marchese*

**TH 299 Readings and Research (Fall/Spring: 3)**

**The professor's written consent, on a form obtained from the Department, must be secured prior to registration.**

In rare cases where regular courses do not meet the needs of students, independent research may be arranged by a student with a faculty member.

*The Department*

**TH 309 Liberation Theology (Fall: 3)**

**Formerly offered as TH 489 Liberation Theology.**

This course will examine the Latin American liberation theology movement, its historical development, principle theological themes, and implications for North American Christianity.

*Roberto Goizueta*

**TH 316 Forgiveness and Reconciliation (Fall: 3)**

**Theology majors only.**

In a contemporary world gone Manichaean in its political judgments of good and evil, the Christian imperative is to forgive as our heavenly Father forgives, to leave our gift at the altar and go to be reconciled with those who have something against us. This course will examine these themes in the light of American responses to terrorist and other perceived perils to our security, of the passions aroused by international conflicts on which we feel bound to take responsible positions, and of the punitive culture of legal retribution with its fondness for the death penalty and other drastic punishments.

*Raymond Helmick, S.J.*

**TH 327 Perspectives on War, Aggression and Conflict Resolution I (Fall: 3)**

**Cross Listed with PL 259, SC 250**

This course is an interdisciplinary exploration of various alternatives to war, evaluated on the basis of both practical and ethical criteria. Topics include the following: ethics of war and conflict, mutual deterrence, arms control and disarmament, economic conversion, world government, regionalism, and non-violent resistance.

*Matthew Mullane*

**TH 330 Theology Majors' Seminar (Fall/Spring: 3)**

**Theology majors only.**

The Majors' Seminar is designed to help majors extend their understanding of the meaning and methods of theology and religious studies. It provides students with an opportunity to synthesize aspects of their course work, identify key themes, questions, and areas in need of further study. This is done primarily through the research and writing of a seminar paper. This course is offered each fall spring and may be taken senior or junior year. Sufficiently advanced students are urged to take the seminar in junior year.

*The Department*

*Francis P. Kilcoyne*

*John Makransky*

**TH 342 Peaceful and Ethical Methods of Leadership (Spring: 3)**

**Cross Listed with UN 163**

The course focuses on methods we can use individually and together in addressing ethics issues and in helping to build and maintain ethical communities and organizations within different types of political-economic environments and realities. Methods considered include: ethics reasoning, dialogue, and persuasion methods; win-win negotiating and incentive methods; win-lose, nonviolent forcing and compliance methods; internal due process and governance methods; and alternative institution building and social movement methods.

*Richard Nielsen*

**TH 360 Living Truthfully: Way to Personal Peace and Social Change (Spring: 3)**

The primary purpose of this course is to examine the proposition that it is better to tell the truth than tell the lie. Too often, we are tempted to live out an illusion. The personal and social costs of keep-

ing an illusion pumped are steep. Personal peace and courage are born when we settle in on the truth of our identity and dare to live it. In short, this course proposes that the larger life is possible when we come home to the smaller life that defines us as individual women and men.

*Anthony Penna*

**TH 393 Suffering, Politics and Liberation (Spring: 3)**

**Satisfies Cultural Diversity Core Requirement**

This course explores the role that religious faith plays in people's experiences and responses to suffering caused by systemic injustice in societies. Through the reading of biographical and theological texts, we investigate the relationship between the practice of faith and the work for justice, questioning what various people understand religion to entail, particularly in its rituals, texts, beliefs, and authority figures, as well as what they mean by politics. We study Christianity in North and South America and Europe, as well as examples of indigenous American religion and Islam, seeking perspectives of women and men of a variety of races.

*Bruce T. Morrill, S.J.*

**TH 401 Senior Thesis (Fall/Spring: 3)**

By arrangement with professor.

*The Department*

**TH 432 Women in World Religions (Fall: 3)**

The issue of gender plays an important and at present controversial role in most of the World Religions. We will explore the position and roles of women in Judaism, Christianity, Islam, Hinduism, Buddhism and Confucianism. Within each of these traditions, we will focus on the conception of women in sacred scripture, institutional and hierarchical development of the tradition, and contemporary feminist reflection. Critical issues which will be discussed; relation between the conception of the absolute and that of women, connection between religious authority and the traditional images of women, and diversity of contemporary conceptions of gender within any particular religion.

*Catherine Cornille*

**TH 523 Capstone: Telling Our Stories, Living Our Lives (Fall: 3)**

**Cross Listed with UN 523**

**Offered Periodically**

**Formerly titled UN 501 (TH 411) Patterns of Development and Narratives of Faith**

Our lives take shape and meaning from the stories that we tell ourselves about what it means to be a man or a woman, what is worth doing in a life, and who or what is ultimately valuable and trustworthy. In this course, we shall investigate our own life narratives by looking at the significant myths that derive from religion, culture, and our families. We shall read in developmental psychology, cultural anthropology, and narrative theology. We shall also use selected fiction and film.

*H. John McDargh*

***Undergraduate and Graduate Course Offerings***

**TH 226 Images of Jesus through the Ages (Fall: 3)**

Through the ages Christians have conceived of Jesus in various ways, including Rabbi, King, Good Shepherd, Bridegroom, Mother, Liberator. These depictions reveal the complex interwovenness of faith and culture. This course examines conceptions of Jesus from the New Testament to the present, considering a variety of media (theological treatises, art, literature, and film). This course assumes that every historical epoch has produced images of Jesus in which cultural, biblical,

and traditional materials are woven together. Thus, a primary task of the course is to analyze past conceptions of Jesus in order to unravel their biblical, theological, and cultural threads.

*Boyd Taylor Coolman*

**TH 351 Faith Elements in Conflicts: The Role of Theological Positions in the Fomenting or Resolution of Conflict (Spring: 3)**

Religious differences appear often to figure in the dehumanization of enemies and rationalization of violence. This course will look at the way key concepts such as revelation, election and universality in various religions, especially in sectarian guise, affect the origins and progress of violent conflicts, and will ask to what extent such employment of these concepts betrays the religions themselves. It will also examine how far the institutional interests of religious bodies make them vulnerable to manipulation by other parties engaged in any given conflict, and how the religious elements and loyalties relate to other interests that figure in such conflicts.

*Raymond Helmick, S.J.*

**TH 352 Israelis and Palestinians: Two Peoples, Three Faiths (Fall: 3)**

The parties in the Middle Eastern Conflict came, in 1993, to a watershed agreement, which had eluded them earlier, to recognize one another's legitimacy as peoples. The agreement has been difficult to maintain and to withdraw, and has figured massively in the turbulent events in the region since that time. This course examines how, in the whole history of the conflict, the elements of ethnicity and faith have contributed to the hatreds and resentments of these peoples, and the extent to which mutual acceptance and respect at these levels of faith and ethnicity can contribute to healing the conflict.

*Raymond Helmick, S.J.*

**TH 361 Praying Our Stories (Fall/Spring: 3)**

For many, spiritual experiences are thought of as extraordinary. They are encounters or moments that might be expected to happen on a retreat in a worship setting. This course will explore how God is present primarily in the ordinary events, conversations, feelings, and relationships of our daily lives. As we think about what it means to pay attention to the story of our lives, we will explore how our own stories—gathered with the stories of others—become the means by which God is revealed in the world.

*Daniel Ponsetto*

**TH 403 Liturgy, Seasons, Festivals: Jewish & Christian (Fall: 3)**

**This course is sponsored by the Boston College's Center for Jewish-Christian Learning.**

The Jewish and Christian liturgical years dance around each other, interpreting the seasons and their biblical celebrations in ways that are both overlapping and oppositional. Beginning with the common Sabbath and Paschal seasons, this course will compare Jewish and Christian understandings and celebrations of the liturgical calendar, exploring the development of the celebrations and the ways that they form and inform their practitioners. We will also explore how interactions between Christians and Jews through the centuries has itself shaped these liturgies.

*Ruth Langer*

*Bruce T. Morrill, S.J.*

**TH 407 Prophets, Visionaries, and the Apocalypse in Biblical Israel (Fall: 3)**

*Prerequisite:* Biblical Heritage I, Introduction to the Old Testament/Hebrew Bible or equivalent. Reading knowledge of Hebrew welcome but not required.

An in-depth introduction to prophecy in ancient Israel with attention to the origins and development of the institution, the role of the prophet in society, and the diverse messages of Isaiah, Jeremiah, Ezekiel, and the Book of the Twelve. Students are introduced to modern exegetical methods in reading prophetic literature.

*David Vanderhoof*

**TH 411 Jesuit Missionary Encounters (Spring: 3)**

Jesuits were at the forefront of interreligious exchange during the colonial missionary period, pioneers in the study of religions, particularly regarding the Americas and Asia. To preach effectively, they studied cultures and religions in depth, transmitting to Europe primary information shaping how the Christian West understood its Others; their successes, failures, inventions remain relevant. The course focuses on the Indian context, but considers examples from East Asia, Vietnam, Tibet, and the Americas; the period is primarily pre-1773, but attention is paid to 19th-20th century transitions; the focus is European missionary scholars, but the other traditions' differing self-understandings are acknowledged.

*Francis X. Clooney, S.J.*

**TH 412 Lonergan and Theological Method (Fall: 3)**

The main text will be Lonergan's *Method in Theology*, which will be studied in the light of other writings, such as *Philosophy of God*, and *Theology*. Some acquaintance with his *Insight* will be helpful.

*Charles C. Hefling*

**TH 414 Contemporary Approaches to Religious Education (Spring: 3) Level 3 Course**

The task of forming a people of faith is the challenge each generation must embrace. This course examines various approaches to faith formation for their applicability to contemporary settings. Attention is given to both the theoretical framework and the pastoral expression of the work of religious education.

*Jane Regan*

**TH 422 Introduction to Orthodox Theology (Fall: 3)**

**Offered Periodically**

This course is sponsored by a grant from the Alexander S. Onassis Public Benefit Foundation.

This course introduces students to Orthodox Christianity's most salient ideas and critical historical developments. The course will survey topics such as the Byzantine, Russian and eastern churches, Orthodox theology, liturgy and ritual, art and culture, the veneration of saints, asceticism and monasticism, prayer and spirituality, as well as issues confronted today by contemporary Orthodoxy and Orthodox Church.

*Demetrios Katos*

**TH 426 Fathers of the Church (Fall/Spring: 3)**

**Theology Majors only.**

Introduction to the Fathers of the Church, with special emphasis on the post-Apostolic period up to the Council of Nicaea (A.D. 325). The lives, writings, and teachings of the early Church Fathers will be studied through readings, films, and discussions.

*Margaret A. Schatkin*

**TH 428 Ten Commandments: A Jewish Perspective (Spring: 3)**

**This course is sponsored in part by the Jewish Chautauqua Society.**

In this elective we shall study the Ten Commandments in light of biblical, rabbinic, and modern Jewish interpretations of the sages, with specific emphasis on the moral issues of our time requiring difficult choices.

*Rabbi Rifat Sonsino*

**TH 431 Jewish Spiritual Paths: A Critical Approach to Modern Spirituality (Fall: 3)**

**This course is sponsored in part by the Jewish Chautauqua Society.**

This elective is a critical study of the many ways in which seekers find spiritual enrichment (such as study, meditation, prayer, good deeds, etc.). Though the context is Jewish, the methodology can be applied to many other religions.

*Rabbi Rifat Sonsino*

**TH 437 Jewish and Christian Interpretations of Bible (Spring: 3)**

**Sponsored by the Boston College's Center for Christian-Jewish Learning.**

Although Jews and Christians share many scriptural texts (the Christian "Old Testament," the Jewish Tanakh), they often understand them differently. This course explores the ways that Jews and Christians have interpreted key texts, separately and together, over two millennia of learning from and disputing with each other. Students will themselves engage in interreligious learning while learning about ancient Israel's scriptures and studying methods of biblical interpretation from late antiquity to today.

*Philip Cunningham*

*Ruth Langer*

**TH 438 Spirituality, Career, Work, and Calling (Spring: 3)**

**Offered Periodically**

How does our spirituality connect with our work? Do we bring a spirituality to work, or do work (paid or unpaid), career, and employment impose a spirituality of their own? Surveys repeatedly show that, at first glance, Americans find little connection between their work and their spiritual lives. Upon reflection, they find it in ways that transform the meaning of their work. We shall use contemporary spiritual writers, theologians, sociologists, and historians to explore a theme at the heart of every life.

*James Weiss*

**TH 439 Transatlantic Catholicism Since 1750: Responses to Age (Spring: 3)**

*Prerequisite:* Completion of the Theology Core

**Offered Periodically**

Intellectual, social, political, and technological upheavals in America (1776-83), France (1789-1815), Italy (1848-70) and throughout Europe (1919) confronted Catholic communities on a theoretical, organizational and pastoral level. From the Enlightenment through the conflicts of the twenty-first century, the Western Mediterranean and North Atlantic Catholic community contended with issues of rationalism and belief, democracy and statism, imperialism and religious inculturation beyond Europe. It addressed questions of social justice and issues both internal and with its Christian and non-Christian neighbors concerning the very nature of the Church, its development, its intellectual, spiritual and pastoral life, conflicts regarding gender, governance, and dissent.

*Francis P. Kilcoyne*

## TH 440 A Religious History of American Catholicism (Spring: 3)

This course will reconstruct the ways in which American Catholics have believed and lived the Catholic faith from the era of John Carroll to the present. The major focus of the class will be on the relationship between the official forms of the tradition as expressed in the catechisms, hymnals, liturgical, devotional, and spiritual books, and the more flexible and culturally sensitive forms found in sermons, architecture, the naming and interior decoration of churches, and heroic lifestyles. Primary sources, many in computer readable form as well as on paper, will be emphasized.

Thomas E. Wangler

## TH 447 The Synoptic Gospels (Spring: 3)

Literary, historical, and theological analysis of the first three canonical gospels. A review of scholarly theories about the historical setting of and relationships among Matthew, Mark, and Luke will precede in-depth analyses of their literary structures and theological themes. Special attention will be given to issues such as plot, characterization, narration, point of view, rhetoric, Christology, eschatology, and ecclesiology. Prospective students should have taken at least an introductory course in New Testament.

John Darr

## TH 450 St Ignatius of Loyola and Discernment: A Seminar on Profession and Vocation (Spring: 3) Offered Periodically

This course is limited to 6 undergraduates and 6 graduates. This course was formerly listed as TH 249 St. Ignatius of Loyola and Discernment.

This course explores the experience and process of spiritual discernment in the tradition of St. Ignatius Loyola; the issues affecting professional and vocational discernment within the undergraduate experience and second careers; and the interaction between personal faith, talents and life goals. A retreat is offered as part of this course. Readings will include *Let Your Life Speak: Listening for the Voice of Vocation* by Parker Palmer, *Big Questions, Worthy Dreams: Mentoring Young Adults in their Search for Meaning* by Sharon Daloz Parks, *Autobiography of St. Ignatius Loyola*; *Contemplation in Action* by W. Barry and R. Doherty, and selected articles.

Julio Giulietti, S.J.

## TH 452 Early Christian Spirituality and Asceticism (Spring: 3)

This seminar examines the variety of spiritual practices that evolved among Christians in the East and West in the third to fifth centuries. Attention is given both to ancient and contemporary theories of asceticism, including those of the Hellenistic philosophical schools. Authors read include Musonius Rufus, the Desert Fathers, Clement of Alexandria, Origen, Athanasius, Gregory of Nyssa, Pelagius, Augustine of Hippo, and John Cassian. In each case, the seminar explores the relationship between spiritual practices and the broader philosophical and theological commitments of their practitioners.

Paul Kolbet

## TH 455 The Christian Spirituality of Ignatius Loyola (Fall: 3) Offered Periodically

This course is limited to 6 undergraduates and 6 graduates. This course was formerly listed as TH 223 St. Ignatius and His Legacy.

This course explores the religious, social and psychological influences on St. Ignatius Loyola; the development of the Society of Jesus; and Ignatius' legacy in Christian spirituality and practice and the world

at large. Readings will include *The Autobiography of St. Ignatius Loyola*; *The Spiritual Exercises*; *Directions for Communication*; *Father, Son and Healing Ghosts*, and selected articles. This course is limited to 6 undergraduates and 6 graduates.

Julio Giulietti, S.J.

## TH 462 John of the Cross: The Journey Towards Union with God (Fall: 3)

This course proposes to examine carefully the most famous of the works of John of the Cross: *The Ascent of Mount Carmel* and *The Dark Night of the Soul*. Because of the difficulty of these texts, the student should ideally have already engaged in some previous study or reading of John of the Cross, but upon consultation with the Instructor, this requirement can be waived.

Michael J. Buckley, SJ

## TH 464 Liberation Christology (Fall: 3)

Formerly offered as TH979 Liberation Christology

This course will examine the person of Jesus Christ as the foundation of Latin American liberation theology. Beginning with an analysis of the roots, methodology, and key themes of liberation theology, course readings and discussions will explore how a "preferential option for the poor" influences our understanding of the life, death and resurrection of Jesus Christ. Topics to be addressed include, among others: the relationship between faith in Christ and human liberation, the implications of a liberation Christology for North American Christians, Christ in Latin American feminist thought, "low" and "high" Christologies and Jesus Christ in Latin American popular religion.

Roberto Goizueta

## TH 479 The New Testament in Its Jewish Context (Fall: 3)

Most of the New Testament books were composed when the Church was a Jewish eschatological movement. The young Church was grappling with its relationship to other Jewish groups, with its understanding of the authority of the Torah, and with the procedures to admit Gentiles into its ranks. This course will examine the consequences of these dynamics for the New Testament itself and for subsequent and current Christian-Jewish relations.

Philip Cunningham

## TH 480 Ecclesiology (Spring: 3)

A systematic introduction to the study of the church as it has evolved over twenty centuries. It focuses on both the idea and fact of the church as expressed in biblical and patristic writings, conciliar/synodal decrees, and the writings of contemporary theologians. Special emphasis will be given to the conflicts of interpretation that have developed with respect to the ecclesiology of Vatican II. The critiques and contributions of contextual theologies (Latin American, Asian, African and feminist) and the present state of the ecumenical movement regarding its goals, obstacles and promise for a united Christian church will also be examined.

Mary Ann Hinsdale, IHM

## TH 482 Hitler, the Churches, and the Holocaust (Fall: 3) Cross Listed with HP 259 Offered Periodically

This course will examine the anti-Semitism and nationalism that weakened the churches' response to Hitler's policies. It will also analyze the theological and institutional resistance that emerged in response to totalitarianism and to the Holocaust as well as consider the post-Holocaust paradigm shift in theology.

Donald J. Dietrich

**TH 487 Passover in Midrash and Talmud (Spring: 3)**

Sponsored by Boston College's Center for Christian-Jewish Learning

Fundamental to any understanding of Judaism is an ability to enter into its formative literature, Midrash and Talmud, the primary texts of Jewish learning. Focusing on texts (in translation) relevant to the celebration of Passover, this course will introduce students to the rabbinic approach to Scripture and their means of making it relevant in their (and our) world. This understanding will be heightened by comparisons to early Christian modes of discourse on the same themes.

*Ruth Langer*

**TH 488 Becoming God: The Orthodox Doctrine of Deification (Spring: 3)**

This course is sponsored by a grant from the Alexander S. Onassis Public Benefit Foundation.

Deification (theosis) is the belief that a person is called to participate fully in the divine life of God. Both medieval and modern Orthodox theologians have read Scripture and the patristic tradition through this interpretive lens, which has led to a consensus of theological vision that is unique among Christians. This course will survey the development of this mystical and soteriological tradition in the works of Athanasius, Dionysius the Areopagite, Maximus the Confessor, Symeon the New Theologian, Gregory Palamas, Vladimir Lossky, Dumitru Staniloae, and Panayiotis Nellas.

*Demetrios Katos*

**TH 496 The Moral Dimension of the Christian Life (Fall: 3)**

This course provides a foundational and systematic overview of the basic components of Catholic moral theology. The content of the course is an exposition and analysis of topics traditionally treated under the heading of fundamental moral theology, moral character, moral freedom and its limits, the relationship of spirituality and morality, sin and conversion, conscience, the use of scripture in moral reasoning, natural law, the teaching authority of the church in moral matters, the development of moral norms, discernment and moral decision-making.

*Kenneth Himes, OFM*

**TH 504 Seminar in International Studies (Fall: 3)**

Cross Listed with IN 504

Offered Periodically

Open to seniors in International Studies and others with the permission of the instructor.

The Seminar in International Studies will examine the evolution of individual and group rights throughout the history of modern international relations, but with special attention to the post-World War II period. The unifying question is how individuals and groups obtain fundamental civil, political, social and economic rights not only within the states but also across them.

*Donald J. Dietrich*

**TH 520 Encountering God in Classics of Spirituality (Spring: 3)**

This seminar will undertake a careful reading of Classics of Spirituality from three historical contexts: Augustine's *Confessions*, Dante's *Purgatorio*, and Teilhard de Chardin's *Divine Milieu*. Participants will probe the meaning and scope of transformation in Christ which each work articulates. We will seek to cull from them resources for a new Christological integration of theology and spirituality.

*Robert Imbelli, S.J.*

**TH 522 Buddhist Meditation Theory: Tibet (Spring: 3)**

Theology Majors or permission of the professor required.

This course focuses on meditation in Tibetan mind training literature (Lojong), the subject of my recent writing. Tibetan Buddhist understandings of nature of mind with its capacities for stable attention, inclusive love, compassion, and insight will be explored through texts in translation supported by weekly instruction in associated meditations. The meditation exercises are designed to shed light upon our readings and to be accessible to persons from any religious tradition, both to deepen understanding of Buddhist concepts and explore what light they may shed on the religious life and spirituality of students' own traditions. Weekly writing, midterm and final papers.

*John Makransky*

**TH 529 Introduction to Jewish Theology: Finding God (Spring: 3)**  
Offered Periodically

Beyond the dogmatic requirement of divine unity, Jewish theology has allowed great freedom to those seeking to find and understand God. This introductory course will survey various theological viewpoints about God, from the biblical period to the present time, covering such responses as theism, mysticism, religious naturalism and religious humanism.

*Rabbi Rifat Sonsino*

**TH 549 Method in Theological Ethics (Spring: 3)**

Offered Periodically

**Requirements:** 1. class attendance and careful study of all course texts 2. mid-term exam 3. one ten page research paper on a chosen moral issue or author 4. comprehensive final exam

This course provides an overview of fundamental methodological issues in the field of theological ethics. It introduces students to the major kinds of arguments, evidence, modes of moral reasoning and decision-making that are employed by theologians and religious authors when they take up moral issues. It examines representatives from Roman Catholicism, Orthodox and Protestantism. The readings represent different approaches to Christian ethics, including narrative, liberation, feminist, and natural law ethics.

*Stephen Pope*

**TH 555 Love & Human Nature (Fall: 3)**

This course will carefully analyze important selected texts on the meaning of love and its relation to conceptions of human nature. The course involves a sustained investigation of ways in which theological and ethical insights into love and human nature can be informed and enriched by an engagement with scientific treatments of altruistic love and related notions such as empathy, care, sociality, friendship, service and social responsibility.

*Stephen Pope*

**TH 563 Ethics, Religion and International Politics (Fall: 3)**

Cross Listed with IN 600

Formerly listed as TH 863 Ethics, Religion and International Politics. Preference given to Theology and International Studies majors and minors.

An examination of the role of religion in international politics and of ethical approaches to international affairs. Special emphasis will be given to: religion as a source of conflict; religious communities as transnational agents for justice, protection of human rights; peace and ethical norms for the use of force; ethical and religious contributions to reconciliation and solidarity.

*David Hollenbach, S.J.*

**TH 569 Johannine Community (Fall: 3)**

This course was formerly offered as TH 358 Johannine Community.

Emergence and development of the Johannine community as reflected in the Gospel and epistles of John. Analysis of the gospel text from the perspective of historical-criticism, literary criticism, and theological developments in gospel traditions. Introduces the student to exegetical methodology as well as basis themes in Johannine theology.

*Pheme Perkins*

**TH 572 Intermediate Biblical Hebrew I (Fall: 3)**

*Prerequisite:* Introduction to Biblical Hebrew I and II, or equivalent.

**Offered Periodically**

The course begins with a refresher of the basic grammar learned in an Introduction to Biblical Hebrew I and II. Students will deepen their familiarity with Hebrew grammar and syntax. Strong emphasis is placed on reading and translating narrative selections directly from the Hebrew Bible. Texts for study will include passages from Genesis, Samuel, Jonah, and Ruth, among others.

*David Vanderhoof*

**TH 573 Intermediate Biblical Hebrew II (Spring: 3)**

*Prerequisite:* Three semesters of college level Biblical Hebrew, or equivalent.

**Offered Periodically**

The course builds on the grammar and syntax learned in Intermediate Biblical Hebrew I. Students will develop more sophisticated knowledge of Hebrew grammar and syntax. Students will refine their ability to read Hebrew prose narratives in the first part of the course. In the second part, students will be introduced to Hebrew poetry. Selections from the Psalms and Prophets will dominate course readings.

*David Vanderhoof*

**TH 578 Ancient Near Eastern Religions (Spring: 3)**

The course will analyze the close connection between ideas about God and local and international politics in the Bible (especially the Hebrew Scriptures or Old Testament). The focus will be on the biblical communities during the eras of the great empires: Assyria, Babylon, Persia, and Greece. We will ask, for example, what the relationship was between God and King, between rulers and subjects, between power and justice, and between imperialism and religion. Close reading of selected biblical texts will be complimented by study of non-biblical texts and artifacts. Comparative Perspectives on Ancient Near Eastern Religion: Egypt, Mesopotamia, Canaan, and Israel.

*Jeffrey Geoghegan*

**TH 582 Biblical Hebrew I (Fall: 3)**

**Cross Listed with SL 091**

**Offered Biennially**

**No previous knowledge of Hebrew is assumed.**

This course is thorough introduction to Biblical Hebrew and its principal grammatical structures in preparation for translation of prose and poetic texts. Readings in the Hebrew Bible/Old Testament begin the fall semester and increase in variety throughout the year.

*Jeffrey Geoghegan*

**TH 583 Biblical Hebrew II (Spring: 3)**

**Cross Listed with SL 092**

**Offered Biennially**

**No previous knowledge of Hebrew is assumed.**

This course is a thorough introduction to Biblical Hebrew and its principal grammatical structures in preparation for translation of prose and poetic texts. Readings in the Hebrew Bible/Old Testament begin the fall semester and increase in variety throughout the year.

*Jeffrey Geoghegan*

**TH 598 Law, Medicine and Ethics (Spring: 3)**

This course examines legal and ethical issues in medicine. It is designed so that students take an ethical position on difficult or emerging issues in medicine such as appropriate care of seriously ill newborns, new forms of reproduction, and proposals for health care reform. The student is expected to provide a principled rationale for the position. The goal is to have the students think, be prepared to recognize inadequacies or difficulties in their position, modify it if necessary, and ultimately arrive at a thought through principled position. A Socratic method is used to achieve that goal.

*John J. Paris, S.J.*

**TH 723 Total Community Catechesis Seminar (Fall: 3)**

**IREPM Course**

The concept "total community catechesis" builds on the recognition that it is the very life of the faith community and all its members and families that are both agent and participant in catechesis. This seminar examines both the theoretical foundations and the pastoral considerations that support effective catechesis for and by the total community.

*Jane E. Regan*

**TH 795 Catholic Systematic Theology I (Fall: 3)**

**Offered Periodically**

**Formerly TH 856 Systematic Theology II**

This Seminar provides Masters Students in Theology with an introductory orientation to the tasks and themes of Systematic Theology. These include revelation and faith, Christology, Trinitarian theology, theology of the Church as communion, and sacraments. The course will stress the liturgical matrix of Catholic life and theology and the inseparability of theological reflection and spirituality. Frans Jozef van Beeck's "God Encountered," vol one will be one of the primary texts.

*Robert Imbelli*

**TH 826.01 Introduction to the Hebrew Bible (Fall: 3)**

This is a survey course dealing with the Hebrew Bible in its ancient Near Eastern context, focusing on historical and religious ideas and on the literary expression of those ideas. Participants are introduced to methods and results of modern critical Biblical scholarship, but attention is also paid to the traditions of Biblical interpretation in Judaism and Christianity.

*Rifat Sonsino*

**Graduate Course Offerings**

**TH 405 Christianity and Politics (Spring: 3)**

This seminar will examine how the Christian tradition has understood basic questions of the political order, e.g. the nature, purpose and role of the state; the church's mission to the political order; the church and democracy; church-state relations in the U.S. context; law and morality; states and the international order.

*Kenneth Himes, OFM*

**TH 530 Contextual Education: Supervised Ministry and Professional Development (Fall/Spring: 4)**

Contextual Education is a 4-credit program over one academic year. Students register for Contextual Education during the fall semester.

This program provides students with supervised experience in their areas of ministerial specialization. Through supervision in the field, discussion with other participants, reading and theological reflection, students will become familiar with the needs of particular groups of people and will develop models of ministry that are applicable to their own situations. During the academic year, in addition to field experience of approximately 10-12 hours per week, students will participate in a supervised practicum. The practicum provides a group exploration of theological and ministerial concerns drawn from the contextual experience.

*Instructor TBA*

**TH 532 Basic Dimensions of Pastoral Care and Counseling (Fall: 3) IREPM Course**

See course description under the Institute of Religious Education and Pastoral Ministry.

*John J. Shea, OSA*

**TH 538 Directed Research in Pastoral Ministry (Fall: 3) IREPM Course**

See course description under the Institute of Religious Education and Pastoral Ministry.

*IREPM Faculty*

**TH 541 Understanding Ourselves Through the Ages (Fall: 3) Offered Periodically**

There will be weekly reports, discussion and a short paper.

This course considers key moments in ecclesiology, the Christian community's self-understanding. Beginning with its Jewish Christian roots and the broader Hellenistic world, and continuing through the patristic, medieval, reformation, and enlightenment periods, into the nineteenth and early twentieth century movements which contributed to the First and Second Vatican Councils. Lectures will review the church's history as illustrated by relevant documents of each era.

*Francis P. Kilcoyne*

**TH 552 Christ in the Old Testament: Biblical and Patristic Perspectives (Spring: 3)**

Offered Periodically

Team taught with Rev. Eugen Pentiu from Holy Cross Greek Orthodox School of Theology.

The prehistory of Christ in the Old Testament as taught in patristic tradition, examined in the light of modern biblical scholarship. Current methodologies will be used to analyze selected Messianic texts in the Pentateuch, Psalms, and Prophets. Knowledge of the original languages is not required, and students of all backgrounds are welcome.

*Margaret A. Schatkin*

**TH 593 Fostering Faith Across the Life Cycle (Fall: 3) Cross Listed with ED 673**

IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

*Jane E. Regan*

**TH 604 The Practice of Ministry with Youth and Young Adults: Voice, Vision and Vocation (Fall: 3)**

IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

*Theresa O'Keefe*

**TH 609 Seminar in Latin Patrology (Spring: 3)**

*Prerequisite:* One year of classical or medieval Latin.

Formerly listed as TH 423 Seminar in Latin Patrology. Reading knowledge of Latin

Reading of Didymus Alexandrinus, *De Spiritu Sancto* in the Latin version of St. Jerome. Introduction to St. Jerome as a translator. Study of the development of Christian Latin, with specific reference to the Holy Spirit.

*Margaret Schatkin*

**TH 612 Seminar in Greek Patrology (Fall: 3)**

*Prerequisite:* One year study of ancient Greek

Graduate students only.

Philological and historical study of the earliest Greek patristic homilies on the Feast of Christmas. Light will be shed on the origins and doctrinal significance of the nativity celebration.

*Margaret Schatkin*

**TH 615 Theological Differences between St. Bonaventure and St. Thomas (Fall: 3)**

There are a number of medieval study aids comparing the teachings of St. Bonaventure and St. Thomas. Using one of these medieval documents as an indicator, this course will study the theological differences between these two great medieval authors.

*Stephen F. Brown*

**TH 620 Medieval Treatises on the Nature of Faith (Fall: 3)**

A study of the medieval treatises on Faith written by Peter Abelard, St. Bernard, William of Saint-Thierry, Hugh of St. Victor, William of Auxerre, Alexander of Hales, Albert the Great, Thomas Aquinas, Henry of Ghent, and Godfrey of Fontaines.

*Stephen F. Brown*

**TH 622 The Victorine School in the Middle Ages (Spring: 3)**

The significance of the "school" of St. Victor in the development of twelfth- and thirteenth-century theology (e.g., scholasticism, exegesis, mysticism) has long been recognized. The writings of important Victorines, such as Hugh and Richard of St. Victor, had great influence on later medieval thinkers of various kinds. They also retain enduring value for contemporary reflection on Christian theology, exegesis, ethics, and spirituality. This course will provide a substantial introduction to the major Victorine authors and chief Victorine texts from the High Middle Ages.

*Boyd Taylor Coolman*

**TH 631 Vatican II: The Story of a Council and Its Vision for the Church I. "Vatican II: The Real Story!" (Spring: 1)**

Offered Periodically

IREPM Spring Weekend Course, Jan 27-28, 2006. Fri 4-9 p.m., Sat 9-3 p.m.

Students must take the first weekend and either or both of the second and third weekends.

See course description under the Institute of Religious Education and Pastoral Ministry.

*Richard Gaillardetz*

**TH 632 Vatican II: The Story of a Council and its Vision for the Church II. "A New (Yet Old!) Ecclesiological Vision Emerges"** (Spring: 1)

Offered Periodically

IREPM Spring Weekend Course, Feb 24-25, 2006. Fri 4-9 p.m., Sat 9-3 p.m.

Students must take the first weekend and either or both of the second and third weekends.

See course description under the Institute of Religious Education and Pastoral Ministry.

*Richard Gaillardetz*

**TH 644 Foundations of Theology (Fall: 3)**

IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

*Colleen Griffith*

**TH 644.01 Foundations of Theology (Spring: 3)**

Hybrid Course

See course description under the Institute of Religious Education and Pastoral Ministry.

*Barbara Radtke*

**TH 646 Vatican II: The Story of a Council and its Vision for the Church III. "A Church Engages the World" (Spring: 1)**

Offered Periodically

IREPM Spring Weekend Course, April 21-22, 2006. Fri 4-9 p.m., Sat 9-3 p.m.

Students must take the first weekend and either or both of the second and third weekends.

See course description under the Institute of Religious Education and Pastoral Ministry.

*Richard Gaillardetz*

**TH 647 Sacraments in the Life of the Church (Spring: 3)**

Offered Periodically

IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

*Team Taught by IREPM Faculty*

**TH 663 Virtues Ethics: From Aristotle to MacIntyre (Spring: 3)**

The course is divided into three parts, the first, the longest, considers the major historical texts representative of the claims of virtue ethics: from Aristotle's *Nicomachean ethics* and Aquinas's *Summa Theologiae* through Adam Smith's *Theory of Moral Sentiments* to Alasdair MacIntyre's *After Virtue*. The second part of the course will deal with contemporary philosophers and theologians writing on the virtues: Porter, Nussbaum, Hauerwas, and others. The final part will be the application of virtue ethics to contemporary ethical issues: sexuality, genetics, etc.

*James Keenan, SJ*

**TH 665 Modernism and the Post-Vatican II Church (Spring: 3)**

This course will explore the major trajectories in Catholic history and theology from modernism in the late nineteenth century to the present. As they have engaged their culture, Catholics and their church have responded to such issues as the nature of revelation and belief, the need to formulate meaningful ecclesiologies,

respond to political oppression, formulate a theory of human rights, and deal with mutating sexual/cultural issues. These and other issues will be stressed.

*Donald Dietrich*

*Francis P. Kilcoyne*

**TH 669 Toward Forming an Adult Church (Spring: 3)**

IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

*Jane E. Regan*

**TH 677 Contemporary Christology: Jesus, Symbol of God (Fall: 3)**  
Admittance by application.

See course description under the Institute of Religious Education and Pastoral Ministry.

*Michael Buckley, SJ*

*Michael J. Himes*

*Pheme Perkins*

**TH 683 Seminar in Pastoral/Practical Theology (Spring: 3)**

IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

*Nancy Pineda-Madrid*

**TH 730 Discernment: Holistic Formation for the Practice of Ministry (Fall/Spring: 1)**

IREPM Course. Meets six times per semester. Required for new M.A. and M.Ed. students who study during the academic year.

Pass/Fail Only.

See course description under the Institute of Religious Education and Pastoral Ministry.

*The Department*

**TH 730.01 Holistic Formation for the Practice of Ministry (Summer: 1)**

IREPM Summer Course

See course description under the Institute of Religious Education and Pastoral Ministry.

*IREPM Faculty*

**TH 731 Research and Writing in Pastoral Theology (Spring: 1)**

IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

*Lucretia Yaghjian*

**TH 739 Christology (Spring: 3)**

IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

*Paul Ritt*

**TH 740 Early Christianity Seminar: Christological Controversies (Fall: 3)**

This seminar focuses on the Christological questions that developed from the early fourth to the mid-eighth century primarily among Greek speaking Christians. In doing so, it examines various understandings of the relation between the divine and human in Christ and inquires into the theological implications of such ways of thinking for other areas of the Christian life. Attention is given both to conciliar statements as well as the works of individual authors including

Athanasius of Alexandria, Apollinarius of Laodicea, Gregory Nazianzus, Theodore of Mopsuestia, Nestorius, Cyril of Alexandria, Leo of Rome, Justinian, Maximus the Confessor, and John Damascene.

*Paul Kolbet*

**TH 741 The Cappadocians (Fall: 3)**

**Team taught with Professor George Dion Dragas of Holy Cross Greek Orthodox School of Theology.**

Introduction to the lives and teachings of Basil of Caesarea (ca. 330-379), Gregory of Nazianzus (ca. 329-389), and Gregory of Nyssa (ca. 330-395). Readings in English to illustrate the content and range of their thought.

*Margaret Schakrin*

**TH 743 Eucharist and Ministry: An Ecumenical Proposal (Spring: 3)**

This course explores how, within the theological tradition of Catholicism, we might arrive at a mutual recognition of one another's Eucharist and Ministry. It will examine the development of Church Order over the first century in the life of the Christian community, the criteria for good faith and orthodoxy in the practice of Christian churches, and the difference of understanding of Eucharist and Ministry between the Catholic and post-Reformation churches.

*Raymond Helmick, S.J.*

**TH 744 On the Trinity (Fall: 3)**

**Formerly offered as TH 510 On the Trinity**

The goal of this course is to compare views of faith found in the Bible, Buddhism, patristic writers, modern thinkers, Newman, and mostly Aquinas. Is a stress on religious experience compatible with total respect for objective truth? What is the interaction between the affective and intellectual aspects of faith?

*Frederick Lawrence*

**TH 765 Becoming Human, Becoming Christian (Fall: 3)**

**IREPM Online Course**

See course description under the Institute of Religious Education and Pastoral Ministry.

*Barbara Radtke*

**TH 767 Hispanic Ministry Seminar I: Theological Foundations (Fall: 3)**

**IREPM Course**

See course description under the Institute of Religious Education and Pastoral Ministry.

*Nancy Pinedau-Madrid*

**TH 768 Hispanic Ministry Seminar II: Pastoral Studies (Spring: 3)**

**IREPM Course**

See course description under the Institute of Religious Education and Pastoral Ministry.

*Hosffman Ospino*

**TH 770 Medical Ethics (Spring: 3)**

**Offered Periodically**

**IREPM Course**

See course description under the Institute of Religious Education and Pastoral Ministry.

*Jennifer Bader*

**TH 785 Theology, Spirituality, and the Body (Spring: 3)**

**IREPM Course**

See course description under the Institute of Religious Education and Pastoral Ministry.

*Colleen Griffith*

**TH 790 Historical Resources for a Contemporary Spirituality (Fall: 3)**

**IREPM Course**

See course description under the Institute of Religious Education and Pastoral Ministry.

*Colleen Griffith*

**TH 791 Twentieth Century Spiritual Classics (Spring: 3)**

**IREPM Course TH 790 is not a prerequisite for TH 791.**

See course description under the Institute of Religious Education and Pastoral Ministry.

*Colleen Griffith*

**TH 796 Catholic Systematic Theology II: The Theological Aesthetics of Hans Urs von Balthasar (Spring: 3)**

**TH 795 is not a prerequisite for this course.**

Systematic Theology seeks to develop deeper insight into the salvific meaning and truth of the Christian faith. It explores that faith as an organic whole, treating the full range of the Christian mysteries, their inner coherence and harmony. This course will focus on Rahner's "Foundations of Christian Faith," supplemented by von Balthasar's "Theology of History" and selected essays.

*Robert Imbelli, S.J.*

**TH 801 Thesis Seminar (Fall/Spring: 3)**

By arrangement.

*The Department*

**TH 811 Theology and Culture (Spring: 3)**

This course will examine the relationship between the theological enterprise and its cultural context, especially as that relationship is manifested in (post)modern theologies, African-American theologies, and U.S. Hispanic/Latino theologies.

*Roberto S. Goizueta*

**TH 816 Sharing Faith in Religious Education and Pastoral Ministry (Fall: 3)**

**IREPM Course**

See course description under the Institute of Religious Education and Pastoral Ministry.

*Thomas Groome*

**TH 824 Ministry in the Early Church (Spring: 3)**

In this course the students will follow the development of ministry in the early Church, first within the New Testament period, and then in the post-New Testament period up to the middle of the third century. Among particular questions to be studied will be the ministry of women, and the participation of the laity in decision-making in the early Church.

*Francis A. Sullivan, S.J.*

**TH 827 Introduction to the New Testament (Spring: 3)**

Introduction to academic study of the New Testament for graduate students entering theology and ministry programs. Surveys each book of the New Testament including its historical setting, its sources, authorship, and literary structure, and its major theological themes. Concludes with a treatment of the "historical Jesus" debate.

*PHEME PERKINS*

**TH 832 Trinitarian Missions and the Human Good (Spring: 3)**

This course will depart from the Missions of the Trinity to explore the dynamics of the Christian conversation as it develops in the life, belief, and thinking of Christians. Christian faith is intrinsically related to the concrete outcome of human acts of knowing, deciding, and acting (the human good) as conversational, both asserting concrete conditions for human conversations as broken-down, thwarted, or unable to occur (redemption), and as attracting and drawing human beings into the epitome of conversation that is the Trinity.

*Frederick Lawrence*

**TH 834 Church and Salvation (Fall: 3)**

Formerly offered as TH 469 Church and Salvation

This course will focus on the role of the Church in the salvation of non-Christians, and the part that their own religions may have in it. The students will first follow the development of Christian thought about these questions up to the Second Vatican Council, and then study the discussion that has taken place since Vatican II, looking especially to the contribution of Jacques Dupuis, and to the Vatican document "Dominus Iesus."

*Francis A. Sullivan, S.J.*

**TH 835 Psychology of Religious Development (Fall: 3)**

Cross Listed with ED 439

IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

*John J. Shea, OSA*

**TH 838 Social Work and Pastoral Ministry Seminar: Toward Social Transformation (Fall: 3)**

Cross Listed with SW 830

IREPM Course

Required for students in the dual M.A./M.S.W. program and open to other graduate students.

See course description under the Institute of Religious Education and Pastoral Ministry.

*Hugo Kamya*

**TH 867 Latin Paleography (Fall: 3)**

Cross Listed with CL 311, PL 866

This course is a practical course in reading concrete historical, theological, and philosophical texts on the basis of photocopies of the original manuscripts. The medieval historical subjects to be covered will be in the fields of logic, physics, metaphysics, theology as a science, theological loci, sermons and Scripture commentaries. A competence in Latin is required and participants will be expected to prepare a transcription of a Latin text as an exercise. Each week new texts, becoming gradually more sophisticated, will be read. Each student will select a text in a particular field of study in consultation with their advisor.

*Stephen Brown*

**TH 880 Psychotherapy and Spirituality (Spring: 3)**

*Prerequisite:* Permission of the instructor required.

Offered Periodically

Participants explore the theoretical and practical integration of theological and psychological perspectives in the practice of clinical psychotherapy as well as in the practice of pastoral counseling and spiritual direction.

*John McDargh*

**TH 888 Interim Study (Fall/Spring: 0)**

IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

*The Department*

**TH 893 Contemporary Theories of Justice (Spring: 3)**

A study of some major recent interpretations of the meaning of justice (e.g., Rawls, Walzer, Sen and Nussbaum, Taylor); of their historical antecedents (e.g., Aquinas, Locke, Kant); and the critique and appropriation of these interpretations in recent Christian ethics.

*David Hollenbach, S.J.*

**TH 899 Readings and Research (Fall/Spring: 3)**

The professor's written consent, on a form obtained from the Department, must be secured prior to registration.

In rare cases where regular courses do not meet the needs of students, independent research may be arranged by a student with a faculty member.

*The Department*

**TH 926 Death and Dying: Pastoral, Psychological, and Theological Perspectives I (Fall: 1)**

Offered Periodically

IREPM Weekend Course

September 23-24, 2005

Friday 4:00 to 9:00 p.m., Saturday 9:00 a.m. to 3:00 p.m.

See course description under the Institute of Religious Education and Pastoral Ministry.

*Catherine O'Connor, CSB*

**TH 927 Death and Dying: Pastoral, Psychological, and Theological Perspectives II (Fall: 1)**

Offered Periodically

IREPM Weekend Course

October 14 & 15, 2005

Friday 4:00 to 9:00 p.m., Saturday 9:00 a.m. to 3:00 p.m.

See course description under the Institute of Religious Education and Pastoral Ministry.

*Catherine O'Connor, CSB*

**TH 928 Death and Dying: Pastoral, Psychological and Theological Perspectives III (Fall: 1)**

Offered Periodically

IREPM Weekend Course

November 18-19, 2005

Friday 4:00 to 9:00 p.m., Saturday 9:00 a.m. to 3:00 p.m.

See course description under the Institute of Religious Education and Pastoral Ministry.

*Catherine O'Connor, CSB*

**TH 941 Schleiermacher (Spring: 3)**

Knowledge of German is essential.

This seminar will undertake a close reading of four of Friedrich Schleiermacher's most significant writings: the *Speeches on Religion*, the *Brief Outline of the Study of Theology*, the *Christmas Eve* dialogue, and the whole of *The Christian Faith*, his *Glaubenslehre*.

*Charles C. Hefling*

*Michael Himes*

**TH 957 Theology as Political (Spring: 3)****Formerly listed as TH 626 Theology as Political**

In the United States, the robust challenge of the political theologies that emerged in the 1970s faltered in against interest in theologies of liberation, particularly those from Latin America and South Africa. This provoked a paradoxical situation despite the legacies of the Social Gospel and Catholic Social Teaching: On the one hand, many U.S. theologians took the self-critical dimension of social location seriously; on the other hand, those same theologians gave scant attention to analysis of the systemic relation between faith and society within the United States. As an exercise in practical-political theology, the course seeks to remedy this oversight.

*M. Shawn Copeland***TH 968 Theological Anthropology (Fall: 3)****Offered Periodically**

This seminar explores modern and postmodern theological approaches to the Christian doctrines concerning the human person (creation, sin, grace). After a brief review of biblical and classical understandings/controversies surrounding human personhood, we will investigate the theological anthropology of Karl Rahner, Karol Wojtyla and the Second Vatican Council, particularly *Gaudium et spes*. Critiques and correctives offered by postliberal, political and liberationist theologians (i.e., Baum, Copeland, Ford, Goizueta, McFague, Metz, Ruether), as well as the challenges posed by contemporary neuroscience and cosmology, will be explored according to interests and mutual agreement of professor and students.

*Mary Ann Hinsdale, IHM***TH 982 Ethics Doctoral Seminar (Fall/Spring: 3)**

By arrangement.

*The Department***TH 987 The Role of Empathy in Pastoral Care and Counseling (Spring: 3)****IREPM course**

See course description under the Institute of Religious Education and Pastoral Ministry.

*John Shea, OSA***TH 990 First Year Graduate Colloquium (Spring: 3)**

This course is limited to, and required of, students in the Doctoral Program in Theological Studies in their first year of residency. All first-year students should consult with the Director of Graduate Studies, prior to registration, about the correct procedure to be used in registering for this course.

*Robert J. Daly, S.J.***TH 991 Special Issues in Pastoral Care and Counseling (Spring: 3)****IREPM Course**

See course description under the Institute of Religious Education and Pastoral Ministry.

*John Shea, OSA***TH 994 Education and Ministry for Justice (Spring: 3)****IREPM Course**

See course description under the Institute of Religious Education and Pastoral Ministry.

*Theresa O'Keefe***TH 998 Doctoral Comprehensive (Fall/Spring: 1)**

A 1-credit, tuition-based course for students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculated student for the one or two semesters used to prepare for the Comprehensive. This course is non-graded.

*The Department***TH 999 Doctoral Continuation (Fall/Spring: 1)**

A 1-credit, tuition-based course for all students who have been admitted to Ph.D. candidacy. Students are required to register and pay the tuition for Doctoral Continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation. This course is non-graded.

*The Department***University Courses****Contacts****Undergraduate Program Description****University Capstone Courses**

For up-to-date information on Capstone, including the best way to register, please see the Capstone website at [www.bc.edu/capstone](http://www.bc.edu/capstone)

**A course for seniors:** Reserved for seniors and second-semester juniors only, the Capstone program is designed to cap off college by facing the questions of life after graduation. The Capstone Seminars (UN 500-580 only) directly address the hopes and anxieties that seniors face but seldom find treated in traditional courses. They relate the life and learning of the past four years to the life and learning ahead. The Capstone Seminars take seriously the struggle to integrate four crucial areas of life: work, relationships, society, and spirituality.

**Ask some inevitable questions now, not later.**

How did my education prepare me to live? With everything I want to do, what will I have to compromise? How can I balance my career and my family? Can I find work with a higher meaning than my income?

**Special features of the course:**

- Faculty from various departments
- Each section limited to 15-20
- Class meetings held in leisurely, informal settings
- Innovative teaching methods
- Interdisciplinary reading
- Guest speakers from professional life

Capstone Seminars satisfy major requirements in certain departments.

**To register for a Capstone Seminar**

You must be a senior or a second-semester junior to take the course. **Students may take only one Capstone Seminar.**

Different Capstone Seminars will be offered each semester. All Seminars are interdisciplinary; you may register for any one of the seminars as a University (UN) course.

Students are reminded that several Capstone seminars are cross-listed, both as University courses with a UN number and also as courses in the department of the professor offering the course. In the event a course is closed, be sure to check whether there is space under its cross-listed number. If you find a particular Seminar closed, try to register under the cross-listed number (e.g., if UN 523 is closed try to register for the class as TH 523, and vice versa). The Seminar can count

as an elective for all students. For majors in English, Philosophy, and Theology, it can satisfy the major requirements if the student takes a seminar as cross-listed in the department of his/her major.

Students must also understand the following rule:

**No student may take more than one Capstone seminar during his/her undergraduate years. Thus, you may not take two Capstone courses in one semester or in two different semesters. This is true whether the course is listed under UN numbers or as a course in a specific department. If a second Capstone course appears on your record, it will be removed. This could make you ineligible for graduation.**

### *Undergraduate Course Offerings*

**Note:** Future course offerings and courses offered on a periodic basis are listed at <http://www.bc.edu/courses/>.

#### **UN 010 Perspectives on Management (Spring: 3)**

**Cross Listed with MM 010**

This course, taught by practitioners Peter Bell (BC '86) and John Clavin (BC '84) provides Boston College sophomores with an excellent opportunity to explore the functional disciplines of business from a real world perspective. Using a combination of lectures, case studies, readings and outside speakers, the course will provide you the opportunity to get grounded in each of these disciplines as well as get some outside views on careers in each of these areas. The course will also provide students a framework to explore and discuss cross-functional issues that effect business strategy and execution.

*Peter Bell*

*John Clavin*

#### **UN 104 Modernism and the Arts I/Perspectives II (Fall: 3)**

*Corequisite:* UN 105

**Satisfies Arts Core Requirement**

**This two-semester course fulfills the 6-credit Philosophy Core requirement, the 3-credit Literature Core requirement, and the 3-credit Fine Arts Core requirement.**

This is a full-year course in the literature, music, and visual arts usually connected with the term modernism. The first eight weeks of the term will be devoted to literature, the last five of the first term and the first five of the second to music, and the last eight of the second term to the visual arts. Among the authors read during the literature segment will be Baudelaire, Dostoevsky, Ibsen, Eliot, Kafka, and Joyce. During the music segment the composers listened to will include Wagner, Debussy, and Stravinsky. There will also be at least one week of jazz.

*The Department*

#### **UN 105 Modernism and the Arts I/Perspectives II (Fall: 3)**

*Corequisite:* UN 104

**Satisfies Arts Core Requirement**

**A two-semester sequence (UN 104/105 and UN 106/107).**

**Total of 6 credits each term.**

See course description under UN 104.

*The Department*

#### **UN 106 Modernism and the Arts II/Perspectives II (Spring: 3)**

*Corequisite:* UN 107

**Satisfies Arts Core Requirement**

**A two-semester sequence (UN 104/105 and UN 106/107).**

**Total of 6 credits each term.**

See course description under UN 104.

*The Department*

#### **UN 107 Modernism and the Arts II/Perspectives II (Spring: 3)**

*Corequisite:* UN 106

**Satisfies Arts Core Requirement**

**A two-semester sequence (UN 104/105 and UN 106/107).**

**Total of 6 credits each term.**

See course description under UN 104.

*The Department*

#### **UN 109 Horizons of the New Social Sciences I/Perspectives III (Fall: 3)**

*Corequisite:* UN 110

**Satisfies Mathematics Core Requirement**

**This two-semester course fulfills the 6-credit Philosophy Core requirement and the 6-credit Social Science Core requirement.**

This is a full-year course designed to lead the student to an understanding of the unity that underlies the diversity of the separate social sciences of economics, sociology, political science, and law from a viewpoint that does not prescind from the theological issues.

*The Department*

#### **UN 110 Horizons of the New Social Sciences I/Perspectives III (Fall: 3)**

*Corequisite:* UN 109

**Satisfies Mathematics Core Requirement**

**A two semester sequence (UN 109/110 and UN 111/112).**

**Total of 6 credits each term.**

See course description under UN 109.

*The Department*

#### **UN 111 Horizons of the New Social Sciences II/Perspectives III (Spring: 3)**

*Corequisite:* UN 112

**Satisfies Mathematics Core Requirement**

**A two-semester sequence (UN 109/110 and UN 111/112).**

**Total of 6 credits each term.**

See course description under UN 109.

*The Department*

#### **UN 112 Horizons of the New Social Sciences II/Perspectives III (Spring: 3)**

*Corequisite:* UN 111

**Satisfies Mathematics Core Requirement**

**A two-semester sequence (UN 109/110 and UN 111/112).**

**Total of 6 credits each term.**

See course description under UN 109.

*The Department*

#### **UN 119 New Scientific Visions I/Perspectives IV (Fall: 3)**

*Corequisite:* UN 120

**Satisfies Mathematics Core Requirement**

**This two-semester course may fulfill the 6-credit Philosophy Core requirement and either the 6-credit Natural Science Core or the 3-credit Mathematics Core and 3-credits of the Natural Science Core.**

Can the study of modern mathematics and the natural sciences prove to be a genuine liberation of the human spirit? This unusual question will form the central theme of this course. The course will explore major developments in the fields of mathematics, biology, physics, chemistry, and the earth and space sciences from ancient Greece, through the modern scientific revolutions of the seventeenth

century, into the twentieth century achievements and paradoxes of modern number theory, the discovery of DNA, relativity theories, quantum mechanics, and contemporary cosmologies.

*The Department*

**UN 120 New Scientific Visions I/Perspectives IV (Fall: 3)**

*Corequisite:* UN 119

**Satisfies Mathematics Core Requirement**

**A two-semester sequence (UN 119/120 and UN 121/122).**

**Total of 6 credits each term.**

See course description under UN 119.

*The Department*

**UN 121 New Scientific Visions II/Perspectives IV (Spring: 3)**

*Corequisite:* UN 122

**Satisfies Mathematics Core Requirement**

**A two-semester sequence (UN 119/120 and UN 121/122).**

**Total of 6 credits each term.**

See course description under UN 119.

*The Department*

**UN 122 New Scientific Visions II/Perspectives IV (Spring: 3)**

*Corequisite:* UN 121

**Satisfies Mathematics Core Requirement**

**A two-semester sequence (UN 119/120 and UN 121/122).**

**Total of 6 credits each term.**

See course description under UN 119.

*The Department*

**UN 145 Cornerstone Advisement Seminar (Fall: 1)**

**Offered in the fall semester only. Limited to 14**

The Cornerstone Advisement Seminar is a twelve-week, 1-credit elective which offers first-year students in the College of Arts and Sciences the opportunity to participate in a small class providing academic advising. The course encourages students to reflect on their academic and personal goals and gives them tools to make the difficult choices that face them both in and out of the classroom; these include the ability to read and listen carefully, to marshal evidence into a cogent argument, and to debate ideas in a civil manner, as well as the development of a sense of personal responsibility in the community.

*The Department*

**UN 163 Peaceful Ethics: Social Action Leadership Methods (Spring: 3)**

**Cross Listed with TH 342**

See course description in the Theology department.

*Richard Nielsen*

**UN 201 The Courage to Know: Exploring the Intellectual, Social, and Spiritual Landscapes of the College Experience (Fall: 3)**

This will be an interactive 3-credit seminar of fifteen students. Your instructor will serve as your academic advisor. She/he will be assisted by a senior student who will serve as mentor/guide. This course will be an elective taught by University faculty

The college experience can be seen as a puzzle, a myriad of pieces that need to fit together to achieve a desired outcome. There is life in and outside the classroom. There is the identity of this university as a Jesuit Catholic institution. There is freedom and responsibility and a need to balance a social and academic life. There is a world of ideas to engage, friendships to make and conversations to pursue. This seminar will serve as a fifth course during your first semester. It will be an introduction to college life.

*The Department*

**UN 250 Internship (Fall/Spring: 1)**

*John J. Burns*

**UN 251 Mock Trial Practicum (Fall: 1)**

*John J. Burns*

*Robert C. Moran*

*Mark C. O'Connor*

**UN 255 Introduction to Legal Studies (Spring: 3)**

**The course is intended for students interested in studying law as an intellectual inquiry or in preparation for entering law school.**

Using original sources, articles, and reported appellate cases, this course will examine the meaning and uses of law in a democratic society and the extent to which it promotes justice. It will begin with an examination of the functions of law, the concept of authority, and a review of the major schools of jurisprudence. It will then introduce students to American constitutional theory, closely examining the concept of the separation of powers followed by an introduction to the American court system, the common law, the meaning of precedent and an approach to reading and analyzing appellate cases.

*Sanford N. Katz*

*James P. Dowden*

**UN 504 Capstone: Living with High Technology (Fall: 3)**

The last half of the 20th Century and the infant years of the 21st have wrought significant changes for humans in many areas: to communicate, travel, exchange and process information, replace damaged organs, alter the genetic character of animal and vegetable life, explore the Universe. The list is endless and points to the possibility of a new golden age. Regrettably, there remains a long list to the darker side to our future: exploitation of the powerless, poverty, starvation, slavery, more deadly means for waging war.

*George Goldsmith*

**UN 505 Capstone: Life and Career Planning (Fall/Spring: 3)**

This course provides an overview of life and career planning in the context of (1) career, (2) personal relationships, (3) spirituality, and (4) ethical decision making. Students are asked to develop autobiographical responses to a series of questions about their lives to find themes related to possible careers and relationship issues. Readings, cases, exercises, and guest lecturers will amplify those personal themes and common issues in life as we enter the 21st century. The integration of spirituality and ethical decision making into one's life will be addressed by readings on ethical perspectives and the students' written reflections on a variety of issues. Students completing the course ought to do so with a better and fuller understanding of what it means to live a balanced life.

*Robert F. Capalbo*

**UN 506 Planning for Success and Failure (Fall: 3)**

**Cross Listed with EN 622**

See course description in the English Department.

*Dennis Taylor*

**UN 510 Capstone: Conflict and Decision (Fall: 3)**

**Cross Listed with CO 470**

See course description in the Communications Department.

*Ann M. Barry*

**UN 513 Capstone: Ways of Knowing (Spring: 3)**  
**Cross Listed with EN 627**  
**Offered Periodically**

See course description in the English Department.

*Carol Hurd Green*

**UN 520 Capstone: The Sociology of the Inner Life (Fall: 3)**

*Prerequisite:* Senior status.

This Capstone and upper-division sociology course examines the social-psychology of spirituality by studying the deeply seated features of cultural and emotional life surrounding Christmas. Students will investigate the often contradictory meaning of Christmas in culture, home, and heart by: (1) studying the social settings of Christmas that frame cultural life and shape our experience of the sacred; (2) carrying out personal interviews and observations of others; and (3) writing autobiographical narratives of one's personal history and Christmas memories. Reading assignments will be from sociological, theological, literary, and spiritual texts.

*Paul G. Schervish*

**UN 521 Capstone: Science and Religion: Contemporary Issues (Spring: 3)**

**Cross Listed with BI 214**

**Some knowledge of science, particularly familiarity with some basic concepts of physics, will be assumed.**

See course description in the Biology Department.

*Donald J. Plocke, S.J.*

**UN 523 Capstone: Telling Our Stories, Living Our Lives (Fall: 3)**

**Cross Listed with TH 523**

See course description in the Theology Department.

*John McDargh*

**UN 526 Capstone: Spirituality, Science and Life (Spring: 3)**

This seminar opens the door to the question: Who am I? Students will be encouraged to enter into self exploration and reflection, creating the potential for a fuller and more integrated life experience. Books, articles, and videos will provide the context for our discussions. Personal sharing, assignments, journal writing, and meditation will help us explore our inner landscapes and bring us closer to our authentic self. While this class experience is not meant to provide definitive answers to questions about Life, it will provide the opportunity to begin this journey of exploration which is never ending.

*Carol Chaia Halpern*

**UN 528 Capstone: Holistic Living (Fall: 3)**

This seminar will examine spirituality, community, personal and family relationships, and education through the lenses of cross-cultural holistic health and healing practices. Selected readings, films, and field visits will assist you to visualize the relationships of health to the holistic aspects of your life and that of the multicultural communities in which you will live and work. Through this study, the course will provide insight into the nature of health, the comparisons of health and healing practices cross culturally, and the consequences of health-related choices.

*Rachel E. Spector*

**UN 531 Capstone: Five Heroic Americans (Spring: 3)**

**Cross Listed with EN 628**

See course description in the English Department.

*Robert Farrell, S.J.*

**UN 532 Capstone: Boston's College (Fall: 3)**

**Cross Listed with HS 241**

This seminar will focus on the historical development of Boston College and the continually evolving interaction between its traditions and its students. Students will do archival research on some aspect of Boston College in which they have a personal interest and will record oral histories with faculty, administrators, and alumni who can describe the ambiance and personalities of different periods that have shaped the modern university. All students will write a series of reflective essays on their experience with Boston College traditions and the impact it has had on their own personal views of themselves, their pasts, and their futures.

*John J. Burns*

**UN 535 Capstone: Business as a Calling (Spring: 3)**

**Cross Listed with EC 435**

See course description in the Economics Department.

*Harold Petersen*

**UN 536 Capstone: Voices of Wisdom (Fall/Spring: 3)**

This course will examine spirituality, community, personal and family relationships, education, and vocation/career through the lens of wisdom in selected readings and films. This seminar will look at how the virtues or qualities of the wise concern the whole person, are a series of choices made throughout life, and affect the entire community. Through contemporary literature, the course will provide insight into the nature of wisdom, the development in life processes and events and the consequences of searching for wisdom.

*Sr. Mary Daniel O'Keeffe*

**UN 537 Capstone: Decisions For Life (Fall/Spring: 3)**

This seminar will explore critical spiritual dimensions to the exciting and challenging decisions that accompany transition from college life to independent adult life. It is organized around a series of topics chosen to explore spiritual, "relational," vocational, and communal aspects of our being. We will reflect back on the milestones that have brought us to where we are, ask whether our lives have deeper meaning because of our experiences at Boston College, and look ahead to future decisions and ask if there are opportunities for living that represent a "greater good."

*John Boylan*

**UN 538 Capstone: Passages (Fall: 3)**

**Cross Listed with EN 630**

See course description in the English Department.

*Robert Farrell, S.J.*

**UN 539 Capstone: Doing Well and Doing Good (Spring: 3)**

**Cross Listed with SC 305**

See course description in the Sociology Department.

*Eve Spangler*

**UN 544 Capstone: Vision Quest: A Multicultural Approach (Spring: 3)**

**Cross Listed with EN 637**

**Satisfies Cultural Diversity Core Requirement**

We will use the Vision Quest, a Native American ritual for finding oneself, as a metaphor for four years at Boston College. Relating their own lives to the lives of the characters, who have all gone on some variation of a quest, students will explore ways their education and experiences at college have prepared them to face the great mystery of

life ahead. The main texts include: *The Grass Dancer*, *The Life of Pi*, *Their Eyes Were Watching God*, *The Bonesetter's Daughter*, and *Like Water for Chocolate*, and films *Thunderheart* and *The Whale Rider*.  
*Dorothy Miller*

**UN 546 Capstone: Journeys Mapping the Interior (Fall/Spring: 3)**  
**Cross Listed with EN 646**

See course description in the English Department.

*Connie Griffin*

**UN 590 Faith, Peace, and Justice Senior Project Seminar (Spring: 3)**  
*Prerequisite:* Open only to senior students in FPJ Program. Permission of director required.

This course provides the finishing touch for students in the program for the Study of Faith, Peace, and Justice. Students enrolled in the seminar work closely with a faculty project advisor from the department of their major and present preliminary results of their project study in the seminar. Students and faculty responses to the presentation will help shape the presenter's project into a finished form. The seminar provides a unique opportunity for the individual student to integrate several years of study in the Program, while at the same time learning about an interesting range of issues from fellow students.

*The Department*

### ***Undergraduate and Graduate Course Offerings***

**UN 514 Capstone: Personal Growth and Cosmic Design (Spring: 3)**  
*Prerequisite:* A Core course in a science and in theology/philosophy  
**Offered Periodically**

This is an opportunity to reflect on your personal development in the context of Boston College's history and spirituality as a Jesuit University in Boston; the evolution of the geology of Boston and the role of the natural environment in the city's history and culture. Individual and group field trips.

*James Skehan, S.J.*

### ***Graduate Course Offerings***

**UN 443 Psychoanalytic Case Conceptualization (Spring: 3)**  
**Cross Listed with PY 443**

*Karen Weisgerber*

**UN 879 Introduction to Psychoanalysis (Fall: 3)**  
**Cross Listed with PY 879**

Particularly relevant for clinically oriented graduate students in Counseling and Clinical Psychology, Social Work, and Education. For graduate students and upper division undergraduates with departmental permission.

An introduction to psychoanalysis as an exciting and controversial theory of mind, method of treatment, and critique of culture. Topics to be explored by actively practicing psychoanalysts will include the unconscious, dreams, development, personality, psychopathology, and treatment. The unique stance of psychoanalysis toward culture, politics, and religion will also be explored.

*W.W. Meissner, S.J.*

## Carolyn A. and Peter S. Lynch School of Education

### INTRODUCTION

The Lynch School offers undergraduate and graduate programs in education, psychology, and human development.

The mission of the Lynch School is to improve the human condition through education. It pursues this goal through excellence and ethics in teaching, research, and service. It prepares undergraduate and graduate students to serve diverse populations in a variety of professional roles—as teachers, administrators, human service providers, psychologists, and researchers.

Through research, it seeks to advance knowledge in its respective fields, inform policy, and improve practice. Its teachers, scholars, and learners engage in collaborative school and community improvement efforts locally, nationally, and internationally. What unites the diverse work is the underlying aspiration to enhance the human condition, to expand the human imagination, and to make the world more just.

The Lynch School is named in honor of Carolyn A. and Peter S. Lynch. Carolyn Lynch is a fervent supporter of education, as is her husband, Peter Lynch, a University graduate and one of the country's best-known financial investors.

### UNDERGRADUATE PROGRAMS

Undergraduate students in the Lynch School may choose to major in Early Childhood Education, Elementary Education, Secondary Education, or Human Development.

The Secondary Education Program is taken in conjunction with a major in the College of Arts and Sciences. Students may follow a program in Biology, Chemistry, Geology or Earth Sciences, Physics, English, History, Mathematics, French, Spanish, Hispanic Studies, and Classical Humanities. All programs lead to Massachusetts teacher licensure.

The major in Human Development prepares students for work in social and community service and/or for graduate study in counseling, human development, educational psychology, and related fields. The curriculum offers a theoretical base in developmental and counseling psychology with a focus on understanding psychological processes in context.

Students in Human Development have obtained employment in educational, human service, and business settings. A practicum experience is strongly recommended and provides students with an opportunity to develop important professional skills and explore career opportunities. The 10-course major gives a strong background in the area of developmental psychology and an introduction to the field of counseling. Students choose to concentrate their upper level courses in one of three focus areas—human services, organization studies, or community advocacy and social policy. The major is specifically designed for students who wish to work in a range of human service and community settings.

All of the undergraduate programs in the Lynch School, except the major in Human Development and interdisciplinary majors, are designed to prepare students to meet state requirements for teacher licensure. These programs may change in response to state licensure regulations. All students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL).

In addition, there are a number of fifth year programs available for academically superior students through which the bachelor's and the

master's degree can be earned in five years. Please refer to the section following the descriptions of majors in the Lynch School of Education for more information about these programs.

All students entering the Lynch School undergraduate programs are to follow a program of studies in selected majors and complete Core requirements and electives needed to fulfill degree requirements. A second major, either interdisciplinary or in a department in the College of Arts and Sciences, is also required of students in licensure programs. Students in the Human Development program are required to complete a minor of six courses in one discipline outside the Lynch School, an interdisciplinary minor or major in the College of Arts and Sciences, or a second major or interdisciplinary major in the Lynch School. All programs lead to a Bachelor of Arts degree.

### Information for First Year Students

Although students may satisfy Core requirements in any of their four undergraduate years, they are advised to complete most and, if possible, all Core requirements within the first two years. The remaining 24 courses are to be completed with major and elective choices.

All first year students should select EN 010 First Year Writing Seminar or a Core Literature course (CL 166/CT 261, CL 217/EN 209, EN 080-084, GM 066, GM 067, RL 300, and RL 395), PY 030 and the course(s) designated by your major department. Major requirements are listed in the sections that follow. If you have not declared a major and are listed as Unclassified, follow the course requirements for the Human Development major.

The Professional Development Seminar, a 1-credit course, is also a requirement for all Lynch School students and is taken as a sixth course.

The bachelor's degree requires the completion, with satisfactory cumulative average (at least 1.667) of at least thirty-eight one-semester courses (each carrying a minimum of three semester-hour credits), normally distributed over eight semesters of four academic years. Students pursuing teacher licensure programs, however, must maintain a cumulative average of at least 2.50 to enroll in the practicum (full-time student teaching).

A second major, either interdisciplinary, Human Development, or in a department of the College of Arts and Sciences subject discipline, is required of all students in licensure programs. This major should be in an area that complements the student's program in the Lynch School. These majors must have the approval of the Offices for Students and Outreach (Campion 104/106). Students in licensure programs are encouraged to declare their liberal arts majors early so that they are eligible to take courses restricted to majors in these disciplines. Students in the Human Development program are not required to have a second major but are required to complete a minor of six courses in one subject discipline outside the Lynch School, an interdisciplinary minor or major, or second major.

A major program of studies within the Lynch School must be declared by all students and approved by the Offices for Students and Outreach before the end of the sophomore year. Human Development majors as well as those seeking a major leading to teacher licensure must be officially accepted into the major by the Lynch School.

Students seeking a major leading to teacher licensure must complete and submit a Declaration of Major form, an application for admission to a Teacher Education Program, and a current transcript to the Offices for Students and Outreach. That office reviews applications and accepts qualified applicants before the end of the sophomore year.

Early program application is encouraged. Human Development majors need to complete a Declaration of Major form and submit a current transcript.

The remaining courses required for graduation include additional major courses, minor courses, and electives.

### ***Professional Practicum Experiences Leading to Teacher Licensure***

Endorsement for license is a collaborative effort between the Lynch School supervisor and the cooperating teacher. Placements for pre-practica and practica leading to license are arranged by the Office of Practicum Experiences and Teacher Induction, Campion 135, only for eligible students enrolled in programs in the Lynch School. The Director of Practicum Experiences and Teacher Induction, for appropriate reasons, may choose not to approve a student for the practicum. All students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL).

Pre-practica and practica are essential parts of the curriculum in the Lynch School. Attendance is required of all students assigned to cooperating school systems and agencies. It is the student's responsibility to inform the school or agency and the college supervisor of absences from the site.

Three semesters of pre-practicum assignments of one day per week are required before student teaching in the Early Childhood, Elementary and Secondary Education programs.

A full practicum (student teaching) is a full-time, five-days-per-week experience in the senior year for an entire semester. In the Lynch School, a full practicum is characterized by the teaching competencies required by the Massachusetts Department of Education. Student teachers must demonstrate the following competencies during their practicum experience—knowledge, communications, instructional practice, problem solving, evaluation, equity, and professionalism.

The full practicum must be completed by all students seeking licensure. A cumulative grade point average of 2.5 and successful completion of all major courses are required prior to student teaching for all students in Early Childhood and Elementary programs. Students in Secondary Education must complete all major courses and 4/5 of Arts and Sciences courses prior to student teaching. No incomplete grades may be outstanding, and a minimum of 29 courses must have been completed before placement is approved.

All students will be screened for eligibility and any who fail to meet the standards (academic, health, professional) will be excluded. Those so excluded will take courses on campus during the semester to qualify for a degree from Boston College, but not for recommendation for teacher licensure. Students will not be allowed to enroll in an overload while doing student teaching. If, for any reason, a student is unable to complete the full practicum, an extended practicum (additional time in the field) will be required by arrangement of the Director of Practicum Experiences and Teacher Induction.

All pre-practica and practica for students seeking teacher licensure are arranged by the Office of Practicum Experiences and Teacher Induction. Students must apply for a field assignment during the semester preceding the one in which the assignment is to be scheduled.

Application deadlines for all pre-practica are December 1 for spring placements and April 15 for fall placements. Application deadlines for all

practica are October 30 for spring placements and March 15 for fall placements. The Office of Practicum Experiences and Teacher Induction will not be able to arrange assignments for late applicants.

The facilities utilized for pre-practica and practica are located in Boston and neighboring communities. Students are responsible for their own transportation to and from these facilities.

### **Human Development Field Practica**

Human Development students should consult the Human Development Handbook for information on practica experiences for this major and register for PY 152 or PY 245 in the semester during which they will complete their field practicum experience.

### ***International and Special Practicum Placement Program for Undergraduate Studies***

Lynch School students may participate in the Foreign Study Programs described in the *University Policies and Procedures* section of this catalog.

The Lynch School's International and Special Practicum Placement Program offers undergraduate classroom opportunities in a variety of foreign countries and out-of-state settings for pre- and full practica. International settings include classrooms in such countries as Switzerland, Ireland, England, France, Italy, Germany, Spain, and Mexico. Out-of-state opportunities are restricted to student teaching on Arizona, Maine, or North Dakota Native American Reservations, and a school in Mississippi. For information regarding programs and requirements, contact the Director, International and Special Practicum Placement Program, Office of Practicum Experiences and Teacher Induction, Lynch School, Boston College, Campion 135, Chestnut Hill, MA, 02467-3804.

### ***The Honors Program***

Scholarship and academic excellence are traditions at Boston College. To meet the needs of superior students, the Lynch School offers an Honors Program. Students are admitted to the Honors Program by invitation only during their freshman or sophomore year, based upon prior academic accomplishment. A description of the Honors Program can be obtained from the Offices for Students and Outreach (Campion 104/106).

## **MAJORS IN EDUCATION**

The undergraduate majors in the Lynch School, with the exception of the major in Human Development, are intended to meet the requirements for advanced provisional teacher licensure of the Massachusetts Department of Education. Also, through the Lynch School's accreditation by the Interstate Licensure Compact (ICC) and the National Council for Accreditation of Teacher Education (NCATE), licensure in other states is facilitated. Licensure requirements are set by each state, however, and are subject to change. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL). All students are urged to consult with the Office of Professional Practicum Experiences or the Boston College Career Center to review the most recent licensure requirements of Massachusetts and other states.

The Lynch School offers four minors for Education majors—Special Education, Middle School Mathematics Teaching, Organization Studies—Human Resources Management, and English as a Second Language (ESL).

The minor in Special Education is designed to prepare students to work with a diverse group of special needs learners. In light of a growing national movement for further inclusion of special needs students in regular classrooms, teachers must be able to accommodate special needs students in their classrooms. All Education students are strongly urged to consider this important minor. Detailed information on the minor in Special Education can be found in the Minors in the Lynch School section of this catalog.

The minor in Middle School Mathematics Teaching is available to Elementary Education majors with an Arts and Sciences Mathematics major or an Arts and Sciences Mathematics/Computer Science interdisciplinary major, and Secondary Education majors with an Arts and Sciences Mathematics major. Teachers of middle school mathematics are in great need in the United States, and all eligible Lynch School students should investigate this option. For more information on the minor in Middle School Mathematics Teaching, consult the Minors in the Lynch School section of this catalog.

The minor in Organization Studies—Human Resources Management is open to Lynch School Human Development majors only. See the Minors in the Lynch School section of this catalog for more information.

The English as a Second Language concentration is open to Early Childhood, Elementary, and Secondary Education majors. See the Minors in the Lynch School section of this catalog for more information.

### Major in Early Childhood Education

The major in Early Childhood Education prepares students for teaching children without disabilities and children with mild disabilities in regular settings in pre-kindergarten through grade 2, in nursery schools, and in early intervention programs.

A listing of specific course requirements may be obtained from the Offices for Students and Outreach (Campion 104/106). Courses in the program cover the following: child development and learning including their applications to the classroom; curriculum and models in early education; teaching diverse learners and children with special needs; the subject matter of reading, language arts and literature, mathematics, science, social studies, the arts, health, and physical education; evaluation procedures; and methods for teaching problem solving and critical thinking skills.

Students are required to have pre-practicum and practicum experiences in the field and a second major.

### Major in Elementary Education

The major in Elementary Education prepares students for teaching children without disabilities and children with mild disabilities in regular classrooms, grades 1-6.

A listing of specific course requirements may be obtained from the Offices for Students and Outreach (Campion 104/106). The major requirements for the elementary program include foundation and professional courses. Foundation courses focus on building understanding in areas such as child growth, learning, diversity, and development from cultural and historical perspectives. Professional courses are viewed as an integrated approach to the subject matter of the elementary classroom that includes reading, language, literature, mathematics, science, and social studies.

In addition to the mastery of program content, students are instructed in learning theories, instructional strategies and models, curriculum and school organizational practices, educational technology, and effective assessment procedures and instruments.

Students also develop competencies in working with diverse learners. Instruction enables students to effectively integrate children with disabilities into regular classrooms. Students have opportunities to engage in problem-solving and reflective practice, work with parents and communities, and apply knowledge to research projects.

The practicum component begins at the sophomore level and culminates in full-time senior level practicum. Course and practica are carefully linked.

A second major, either interdisciplinary or in a subject discipline in Arts and Sciences or Human Development in the Lynch School, is required. Students must consult with their program advisors and the Offices for Students and Outreach as to the selection and requirements for the major.

### Major in Secondary Education

The major in Secondary Education prepares students for teaching in senior high schools, grades 8-12. The major in Secondary Education will benefit those students interested in high school teaching who want to achieve an in-depth major in a discipline and who want to apply elective courses to enhance the major and professional course work. Students may prepare to teach in the following disciplines—biology, chemistry, geology (earth science), physics, English, history, mathematics, French, Spanish, Latin, and classical humanities.

A listing of specific course requirements may be obtained from the Offices for Students and Outreach (Campion 104/106). Requirements for the secondary major include courses in child and adolescent development; theory and instruction in teaching diverse populations and meeting the special needs of children; teaching reading, writing, and specific subject methods courses; and classroom assessment. The program also includes three pre-practicum experiences in the junior year and a practicum in the senior year.

### Middle School Licensure

Middle School licensure is available to Elementary and Secondary Education students by application to the Massachusetts Department of Education via an alternate route. A special option is provided for minor in Middle School Mathematics Teaching. Students seeking licensure to teach at the middle school level should consult the Office of Practicum Experiences and Teacher Induction.

### MAJOR IN HUMAN DEVELOPMENT

The major in Human Development consists of course offerings in developmental psychology, personality theories, educational psychology, and related fields. It provides a basic foundation for careers in social service and community settings or for further graduate study in many fields of psychology, including counseling, developmental or educational psychology, or in other professional areas, including business or social work. This major will prepare students for entry-level employment as support personnel in offices of senior professional psychologists and counselors and in settings such as child/adult residential or day care facilities and alternative educational, community, or business settings. Ten courses are required for the major.

The Human Development major does not provide for state licensure as a classroom teacher.

Students who are pursuing Human Development as their primary major within the Lynch School, regardless of class year, are required to carry one of the following:

- a minor of six courses in a single subject in Arts and Sciences,
- a major or an interdisciplinary minor (e.g., Black Studies, Women's Studies) in Arts and Sciences, or
- a second major or interdisciplinary major in the Lynch School.

The minimum number of courses acceptable for a minor is six and Core courses may be included. The minor in Special Education is an excellent option for Human Development majors interested in special needs settings. The minor in Organization Studies—Human Resources Management offered with the Carroll School of Management is an important resource for students planning to work in business or industry. Students who have a second major automatically fulfill the minor requirement. Specific acceptable areas of study for both majors and minors are listed under the College of Arts and Sciences, with acceptable interdisciplinary majors listed above.

A handbook for Human Development majors is available in the Offices for Students and Outreach (Campion 104/106) and the information is presented on the Lynch School website. This handbook lists all required courses and the sequence in which courses should be taken. The handbook should be consulted before selecting courses. Field practicum courses that include ten hours a week of volunteer work in community, business, or human service agencies or programs, and a weekly seminar are strongly recommended. The handbook lists field placement opportunities.

The Human Development major has six Core courses and three foci or concentrations—human services; organization studies—human resources, and community advocacy and social policy. Each focus has an additional required course and several electives from which to choose.

## SECOND MAJORS AND INTERDISCIPLINARY MAJORS FOR LYNCH SCHOOL STUDENTS

All students in the Lynch School pursuing an Education major leading to licensure are required to complete a second major in Arts and Sciences or an interdisciplinary major as outlined below. Human Development students are required to carry a minor of six courses in a single subject in Arts and Sciences, a major or an interdisciplinary minor in Arts and Sciences, or a second major or interdisciplinary major in the Lynch School. Acceptable interdisciplinary majors are listed below.

### Lynch School Majors

#### *Interdisciplinary Majors*

Interdisciplinary majors are based in two or more Arts & Sciences disciplines that are relevant to the teaching endeavors of early childhood and elementary teachers. Each of these majors is available to students in the Lynch School pursuing Elementary and Early Childhood Education and Human Development. Students should consult their advisors regarding the specific courses for these interdisciplinary majors. A list of courses required for these interdisciplinary majors is available in the Offices for Students and Outreach (Campion 104/106).

**Note:** Secondary Education students may not pursue any of these interdisciplinary majors and be certified to teach in these areas. Secondary licensure requires an Arts and Sciences major in one of the specific subjects listed under the description of Secondary Education requirements.

Human Development majors may choose a second major or one of the interdisciplinary majors listed below in place of their A&S minor requirement.

#### **Mathematics/Computer Science**

Recommended for students who have had four years of high school mathematics and wish to specialize in the area of mathematics and computer science but who are not interested in the traditional Mathematics major because of their intended career objective as elementary, early childhood, or special needs educators.

#### **Human Development**

Provides students with a background in the fields of counseling, developmental, and educational psychology. This major is particularly appropriate for students seeking a deeper understanding of the relationships between psychology and education and between schools and other social services, community agencies, and public and private organizations, including business.

#### **American Heritages**

Recommended for students who are interested in the American heritage from literary and historical perspectives. Two tracks are available for students pursuing this major, a cultural track with emphasis in the literary perspective, and a social science track for students interested in historical and sociological perspectives.

#### **Perspectives on Spanish America**

Recommended for students who may have had at least two years of high school Spanish and wish to develop Spanish language skills, coupled with a background in the historical, sociological, and literary traditions of Hispanic cultures.

#### **General Science**

Designed for students seeking a broad and general background in science to help them teach in an early childhood, elementary, or special education setting. Nine courses are required from four science departments—biology, chemistry, physics, and geology.

**Note:** Secondary students may not pursue any of the above interdisciplinary majors and be certified to teach in these areas. Secondary licensure requires an Arts and Sciences major in one of the specific subjects listed under the description of Secondary Education requirements.

## MINORS IN THE LYNCH SCHOOL

### **Minors for Lynch School Students**

All Lynch School majors may minor in Special Education or Health Science. Some Lynch School Elementary and Secondary Education majors are eligible to minor in Middle School Mathematics Teaching (see details below). Lynch School Human Development majors may apply for the minor in Organization Studies—Human Resources Management. The English as a Second Language concentration is open to Early Childhood, Elementary, and Secondary Education majors. A GPA of 3.0 is generally required. Further information on these minors is below.

#### *Minor in Special Education*

All Lynch School undergraduate majors may minor in Special Education, and any Lynch School student who has an interest in special needs education is encouraged to pursue this minor. (Note: Human Development majors in the Lynch School may declare the Special Education minor in addition to the required Arts and Sciences minor.) Interested students must complete a Declaration of Major form and submit it to the Offices for Students and Outreach (Campion 104/106).

While the minor in Special Education does not lead to licensure as a special needs teacher, students can pursue fifth year programs that lead to licensure as a Teacher of Students with Special Needs (pre-K to grade 9 and grades 5-12) or as a Teacher of Low Incidence Disabilities (including severe disabilities, visual impairments, deaf/blindness, and multiple disabilities). A listing of specific course requirements may be obtained from the Offices for Students and Outreach.

The minor in Special Education is not available to students outside of the Lynch School.

### ***Minor in Middle School Mathematics Teaching***

The minor in Middle School Mathematics Teaching is available only to Lynch School undergraduate students who are Elementary Education majors with an Arts and Sciences Mathematics major or a Mathematics/Computer Science interdisciplinary major, or Secondary Education majors with an Arts and Sciences Mathematics major.

Interested students must complete a Middle School Mathematics Minor form and submit it to the Offices for Students and Outreach (Campion 104/106). While the minor in Middle School Mathematics Teaching does not directly lead to middle school mathematics licensure in the Lynch School, it does fulfill the National Council of Mathematics requirements for middle school teachers of mathematics. Students seeking licensure to teach at the middle school level should consult the Office of Professional Practicum Experiences.

A listing of specific course requirements may be obtained from the Offices for Students and Outreach.

### ***Minor in Organization Studies—Human Resources Management***

The minor in Organization Studies—Human Resources Management is open to Lynch School Human Development majors only. Human Development majors who are interested in pursuing a career in personnel work or organization studies may elect a minor in Organization Studies—Human Resources Management in the Carroll School of Management. Ordinarily, students are expected to have a 3.0 GPA. A listing of specific course requirements may be obtained from the Offices for Students and Outreach.

Applications for this minor are available from the Offices for Students and Outreach (Campion 104/106). This minor is limited to 15 students per year. Students may submit applications in their sophomore year. The coordinator of the Human Development Program will review and approve the applications.

### ***English as a Second Language (ESL) Concentration***

The English as a Second Language (ESL) concentration satisfies the Massachusetts requirements for subject matter knowledge for Teachers of English as a Second Language. Students seeking licensure in Early Childhood, Elementary, or Secondary Education apply to the Massachusetts Department of Education for ESL as an additional certificate. These students would need to fulfill the courses included in this program and pass the ESL teacher test.

### ***Minors for College of Arts and Sciences Majors***

Some Arts and Sciences majors are eligible to minor in Secondary Teaching (see more information below). All Arts and Sciences majors may minor in General Education. More information on these minors is below.

### ***Minor in Secondary Education***

Students who follow a major in Biology, Chemistry, Geology (Earth Science), Physics, English, History, Mathematics, French, Spanish, Latin, or Classical Studies in the College of Arts and Sciences, may apply to minor in Secondary Education. (Note: This minor is open to eligible College of Arts and Sciences undergraduate students only). This program begins in the sophomore year, and interested students should apply to the Offices for Students and Outreach (Campion 104/106) before the end of sophomore year. Only those students majoring in the disciplines listed above may apply for a minor in Secondary Education. This minor leads to state licensure in all areas listed. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL). Please note: Arts and Sciences students pursuing this minor ordinarily graduate with a total of forty 3-credit courses.

A listing of specific course requirements may be obtained from the Offices for Students and Outreach.

Students must complete 32 courses in the College of Arts and Sciences.

Applications for the Secondary Education minor must be submitted to the Offices for Students and Outreach (Campion 104/106). Interested students are welcome to inquire and obtain information from the Offices for Students and Outreach.

### ***Minor in General Education***

All undergraduate students in Connell School of Nursing, Arts and Sciences, and Carroll School of Management who have an interest in Education may follow a minor of five or six courses with their advisor's approval. (Note: This minor is not available to Lynch School students.) A listing of specific course requirements may be obtained from the Offices for Students and Outreach (Campion 104/106).

### ***Minors for Carroll School of Management Majors***

All Carroll School majors may minor in Human Development for Carroll School Majors or General Education. More information on these minors is below.

### ***Minor in Human Development***

Students majoring in the Carroll School of Management who have interests in developmental or educational psychology, or in the social service professions, may elect a minor in Human Development in the Lynch School. (Note: this minor is open to Carroll School undergraduates only). Ordinarily, students will be expected to have a 3.0 GPA. A listing of specific course requirements may be obtained from the Offices for Students and Outreach (Campion 104/106). This minor does not lead to state licensure. Applications for the Human Development minor are available in the Carroll School of Management Department of Organization Studies—Human Resource Management. Applications should be submitted no later than September of a student's junior year.

### ***Minor in General Education***

All Carroll School of Management majors (as well as all Connell School of Nursing and Arts and Sciences majors) may minor in General Education. See more information about this minor at the end of the Minors section.

### ***Minors for Connell School of Nursing Majors***

All Connell School of Nursing majors may minor in General Education. More information about this minor is below.

## **Minors for Lynch School, College of Arts and Sciences, Carroll School of Management, and Connell School of Nursing Majors**

### ***Minor in Health Science***

This concentration is designed to acquaint all undergraduate students (Lynch School, Connell School of Nursing, Arts and Sciences, and Carroll School of Management) with alternatives for future careers in the health field. (Note: Human Development majors in the Lynch School may declare the Health Science minor in addition to the required Arts and Sciences minor.) It is advisable, regardless of the student's major area of study, to carefully select Core courses in the freshman year.

## **Minors for Connell School of Nursing, College of Arts and Sciences, and Carroll School of Management Majors**

### ***Minor in General Education***

All undergraduate students in Connell School of Nursing, Arts and Sciences, and Carroll School of Management who have an interest in Education may follow a minor of five or six courses with their advisor's approval. (Note: This minor is not available to Lynch School students.) A listing of specific course requirements may be obtained from the Offices for Students and Outreach (Campion 104/106).

## **FIFTH YEAR PROGRAMS**

Academically outstanding students in any undergraduate school at Boston College may apply for a variety of graduate programs that will enable them to graduate with both a bachelor's and a master's degree in five years. The master's courses taken in the undergraduate years are covered under undergraduate tuition, thereby reducing the cost of the master's program. None of the thirty-eight courses required for the bachelor's degree may be counted toward a Fifth Year Program. This restriction against double-counting of courses for different degrees is one of the basic tenets that governs the recording and awarding of degrees. The Fifth Year Programs are comprised of graduate courses above and beyond the thirty-eight 3-credit courses that must be completed in order to fulfill the bachelor's degree requirements and must be 300 level graduate courses or above.

Fifth Year Programs are available in various areas:

- Early Childhood, Elementary, or Secondary Teaching
- Teacher of Students with Special Needs, including mild/moderate learning disabilities, developmental disabilities, and behavior disorders
- Severe Special Needs
- Higher Education
- Educational Research, Measurement, and Evaluation
- Developmental and Educational Psychology

There may be limited federal financial assistance for some graduate programs in Severe Special Needs.

Students interested in a Fifth Year Program should consult with the Lynch School Office of Graduate Admissions, Campion 103, during the spring semester of their junior year. Without proper advisement, and early acceptance into a master's degree program, students will be unable to complete the program in five years.

A special Human Development/Social Work dual master's degree program is also available for a limited number of students. Students should consult the Graduate School of Social Work for information on

requirements, prerequisites, and application at the beginning of their sophomore year. Students interested in this 3/2 program in Human Development/Social Work should apply to the Graduate School of Social Work before the end of their sophomore year. Please contact the Office of Admissions, Graduate School of Social Work, Boston College, McGuinn Hall, Chestnut Hill, Massachusetts 02467, 617-552-4024.

## **LYNCH SCHOOL GRADUATE PROGRAMS**

### **Introduction**

The faculty of the Lynch School of Education is committed to research and professional preparation based on reflective practice and the scientist-practitioner model. The curriculum is directed toward promoting social justice for children, families, and communities, particularly in urban settings, and toward developing students' research skills and attitudes.

### **Policies and Procedures**

#### ***Admission***

Information about admission is available on the Lynch School website at <http://www.bc.edu/lynchschoo/>. You may also write to the Office of Graduate Admissions, Lynch School, Campion Hall 103, Boston College, Chestnut Hill, Massachusetts 02467-3813, telephone 617-552-4214, or e-mail [lsadmissions@bc.edu](mailto:lsadmissions@bc.edu).

The Lynch School admits students without regard to race, ethnicity, religion, age, sex, sexual orientation, marital or parental status, national origin, veteran status, or disability. The School welcomes the presence of multiple and diverse cultural perspectives in its scholarly community.

Students must be formally admitted to the Lynch School Graduate Programs by a committee composed of faculty and administrators. Students may apply to degree programs or may apply to study as a non-degree student. Consult the Lynch School admissions materials for complete information.

Official notification of admission is made by a written announcement from the Lynch School. Students should not presume admission until they receive this announcement. Admitted students are required to submit a non-refundable deposit of \$250.00 by the date stipulated in the admission letter. The deposit is applied to tuition costs for the first semester of study.

#### ***Deferral of Admission***

Admission may be deferred for up to one year. Deferred admission must be requested in writing from the Office of Graduate Admissions and must be confirmed by the Lynch School. Students granted deferrals will be notified in writing.

The number of acceptances to graduate programs each year is dependent upon the number of deferred students who will be matriculating in a given year. For this reason, the Lynch School requires that students who wish to defer for a semester or a year indicate this at the point of acceptance and return the response form with a deposit of \$250.00. This will hold a space in the following year's class and will be credited toward the first semester of study.

Because of the volume of applications received each year by the Lynch School, there can be no assurances of deferred admission and the above procedure must be followed.

#### ***Admission for International Students***

International Students (non-U.S. citizens who are not permanent U.S. residents) may find information about admission and an applica-

tion that can be downloaded from the Lynch School website at <http://www.bc.edu/lynchschoo/>. You may also write to the Office of Graduate Admissions, Lynch School, Campion Hall 103, Boston College, Chestnut Hill, Massachusetts 02467-3813, telephone 617-552-4214, or e-mail [lsadmissions@bc.edu](mailto:lsadmissions@bc.edu). All international student applicants for whom English is not a first language, or who do not hold a degree from an English-speaking university, must take the TOEFL (Test of English as a Foreign Language) examination and request that their score be forwarded to the Lynch School of Education by the Educational Testing Service (<http://www.ets.org>). Ordinarily, the Lynch School expects a minimum score of 550 on the written examination or 213 on the computer-based test. Information on exemptions from the TOEFL as well as additional testing information are contained in the graduate application materials available on the Lynch School website. Information about these examinations also may be obtained from the Educational Testing Service, Princeton, NJ. In addition, the Lynch School requires that all applicants to doctoral programs take the Graduate Record Examination (GRE).

### ***Special Student (Non-Degree Status)***

Students not seeking a degree but are interested in pursuing course work at the graduate level, may apply for admission as a Non-Degree Student. While there is no guarantee of later admission to a degree program, many individuals choose non-degree status either to explore the seriousness of their interest in studying for an advanced degree and/or to strengthen their credentials for possible later application for degree status. Others are interested in taking graduate course work for personal enrichment or professional development. Included among those taking courses are school counselors, teachers, administrators, and psychologists who are taking classes as a means of acquiring professional development points or continuing education units.

A formal Non-Degree Student application must be completed and sent to the Office of Graduate Admissions, Lynch School, Campion Hall 103, Boston College, Chestnut Hill, Massachusetts 02467, prior to registration for classes. The transcript must be received by the first week of classes. Registration will not be permitted if the application is not complete.

Although there is no limit on the number of courses Non-Degree Students may take outside their degree program, no more than four courses (12 semester hours), if appropriate, may be applied toward a degree program in the Lynch School. Courses taken as a Non-Degree Student may be applied to a degree program only after official acceptance into a degree program and with the consent of the student's advisor.

Certain restrictions apply to courses available to Non-Degree Students. Due to space limitations, all courses may not be available to Non-Degree Students. Practicum course work associated with teacher licensure or counseling psychology licensure is reserved for matriculated degree students in these programs. Students who wish to become certified or licensed must gain admittance to a graduate degree program in the desired area. Other courses are restricted each semester to maintain class size.

### ***Financial Aid***

For a full description of University financial aid loan programs, refer to the University Policies and Procedures section of this catalog. Financial aid opportunities occur in several forms, including grants, scholarships, assistantships, fellowships, loans and work-study. Some of these resources can be obtained directly from Boston College; others

may be obtained through outside sources such as local civic organizations, religious organizations, educational foundations, banks, and Federal low-interest loan programs.

Please note that the University's Financial Services Office administers only Federal programs, which include Stafford loans, Perkins loans and work-study. If you are applying for any of these loan programs through Boston College, consult the University Policies and Procedures section of this catalog.

While most universities primarily fund doctoral students, there is a limited amount of aid available to master's students at Boston College in the form of special program scholarships, administrative assistantships, paid internships, grant-funded opportunities, and scholarships for students from historically underrepresented groups. A number of the scholarships, listed below, are intended to support students who are preparing to work with disadvantaged children, youth, and families.

Peter Jay Sharp Foundation has given the Lynch School a generous endowment to provide financial aid to a select few of highly talented graduate students from underrepresented groups committed to teaching in urban schools. The *Peter Jay Sharp Urban Scholars Award* of \$10,000 is awarded annually to 10 students. The award is in the form of a loan forgiveness program, whereby 25 percent of the loan is forgiven upon graduation from the master's program and an additional 25 percent forgiven for each year of teaching in an urban school. At the completion of the expected years of service, the entire amount due shall be canceled with no payment due.

The *Fleet/Bank of America Award* was created to support the teacher education program of a select number of academically talented students from groups underrepresented in the profession and in academic areas, such as mathematics and the sciences, where there are critical shortages of qualified teachers. In 2004-05, the award supported five students with a scholarship of approximately \$20,000.00 each to support tuition and living expenses.

Each year, a cohort of 30 applicants to master's-level teacher licensure programs who have a desire to teach in an urban setting are selected to enter the *Donovan Urban Teaching Scholars Program*. Students are supported with a scholarship award covering one half of the entire tuition. Other forms of aid are available to Donovan Scholars as well.

*Dean's Awards* are tuition scholarships of varying amounts given to incoming students in recognition of academic distinction.

The *Graduate Alumni Assistantship Award* was established by graduate alumni of the Lynch School to provide significant support to an incoming student with outstanding academic achievement who shows particularly great promise in the field of education or applied psychology. The award is comprised of both a stipend and a partial tuition scholarship and a 20-hour-per-week appointment with a faculty member or administrator in the Lynch School.

Boston College has resources that support a number of fellowships offered to especially promising minority group students who are beginning their doctoral studies. These *Doctoral Minority Fellowships* are renewable for up to five years of support and carry full tuition scholarships of 18 credits per year and stipends of approximately \$17,500.00.

The *Educators Award for Minorities (TEAM) Award* is a scholarship program that offers varying amounts of tuition remission to academically talented American students of color pursuing graduate programs that prepare them for professions in the schools. Some scholarship recipients are new to the profession, while others are veteran professionals with

extensive histories of service to schools. The program began in 1990 to address the critical shortage of African-American, Hispanic, Asian, and Native American (AHANA) school professionals.

The *Catholic Educator Award* is a tuition scholarship award associated with the dual degree program in Educational Administration and Pastoral Ministry. It is intended to support students preparing for careers in Catholic education.

In accord with the intent of the donors, the *William and Mary Lam Graduate Student Scholarship* is given to a Chinese student who is committed to enhancing the educational experiences of poor rural students in China. It is comprised of a stipend and generous tuition scholarship.

The *Lynch School Administrative Fellows Program* offers funding opportunities to incoming higher education students in key administrative offices at Boston College. The Fellows Program offers students a distinctive and innovative opportunity to work closely with a senior administrator at the University, reflect on this experience in a seminar, and receive support for their graduate study. Awards in this program are comprised of varying amounts of tuition remission and a stipend for approximately 20 internship hours per week.

For those who have two or more years of K-12 teaching experience, there are approximately 30 *Office of Practicum Experiences and Teacher Induction Assistantships* available, most of which consist of varying amounts of tuition remission and a stipend. These assistantships are awarded through the Office of Practicum Experiences and Teacher Induction to aid in the supervision of our undergraduate and graduate students in their practical training experiences.

Federal grant funds are available to support 50 percent of Boston College tuition for students in the *Severe Disabilities Program*. Further funding is available to students who wish to receive an additional endorsement in educating students who are deaf-blind. Federal grant funds are available to support 70 percent of Boston College tuition for students in the *Severe Disabilities Program* with additional coursework in deaf-blindness. Students with minority status, including those with disabilities, are eligible for 90 percent tuition coverage in either program.

*Title III English as a Second Language Scholarships* are provided by the Lynch School Title III Project through the Office of English Language Acquisition of the U.S. Department of Education. Full-time graduate students enrolled in the ESL concentration who are pursuing ESL certification as an additional certification are eligible for nine tuition credits for the academic year as well as paid internships to work with classroom teachers in partner schools.

Application packages mailed from the Graduate Admissions Office include a special application for graduate assistantships. This application should be returned with the admissions application and a resume and is kept with the file as it passes through the review process. If a favorable recommendation for admission is granted, the assistantship application is placed in a central holding file in the student's department office. Students are contacted if their application for an assistantship has been selected. Graduate assistantships are a combination of tuition scholarship and stipend.

Current master's students seeking graduate assistantships should apply through the Offices for Students and Outreach (Campion 104/106). Doctoral students should apply through the Office of the Associate Dean (Campion 101). Current students must apply for graduate assistantships by March 15 of each year.

## *Students with Disabilities*

It is the goal of the Lynch School to successfully prepare for the receipt of a degree and state licensure any qualified individual who strives to meet these objectives regardless of disability. The University accepts the affirmative duty to take positive steps to educate disabled persons and to assist them in career advancement. After an evaluation of a student's capacity to perform the essential program functions, the University will engage in any reasonable accommodation within its program that would allow a qualified student with a disability to complete the program successfully and to seek licensure so long as such accommodation does not result in waiver of competencies required for graduation or licensure.

## *Licensure and Program Accreditation*

Many of the teacher education and administration programs offered by the Lynch School have been designed to comply with current standards leading to professional licensure for educators in the Commonwealth of Massachusetts. Through the University's accreditation by the National Council for the Accreditation of Teacher Education (NCATE) and the Interstate Licensure Compact (ICC), a program of study preparing for educator licensure in Massachusetts will also provide graduates, through reciprocity, with facilitated opportunities for licensure in most other states. Licensure is granted by the state, and requirements for licensure are subject to change by the state. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL). Especially in the case of out-of-state students, it is the responsibility of the student to plan a program that will lead to licensure in a given state. The Office of Professional Practicum Experiences, Campion 135, 617-552-4206, can help with most teacher, administrator, and school counselor licensure questions.

The Doctoral program in Counseling Psychology is fully accredited by the American Psychological Association. The 60-credit M.A. in Mental Health Counseling fulfills the educational requirements for licensure as a mental health counselor in Massachusetts, and the M.A. in School Counseling meets the educational requirements for licensure in school counseling in Massachusetts. Students are encouraged to check the requirements for the states in which they eventually hope to obtain licensure. Counseling Psychology students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL).

## *International and Special Practicum Placement Program for Graduate Studies*

The Lynch School's International and Special Practicum Placement Program offers classroom opportunities in a variety of foreign countries and out-of-state settings for pre- and full practica. International settings include classrooms in such countries as Switzerland, Ireland, England, France, Italy, Germany, Spain, and Mexico. Out-of-state opportunities are restricted to student teaching on Arizona, Maine, or North Dakota Native American Reservations, and a school in Mississippi. For information regarding programs and requirements, contact the Director for the International/Out-of-State Practicum Placement Program, Office of Practicum Experiences and Teacher Induction, Campion 135, Lynch School, Boston College, Chestnut Hill, MA, 02467-3804.

### Degree Programs

The Lynch School offers the M.Ed., M.A., M.A.T., M.S.T., C.A.E.S., Ph.D., and Ed.D. degrees. Graduate programs serve a dual purpose: **research** preparing students in research-based knowledge of their profession with specialized competence in the evaluation of educational and psychological innovations and in basic and applied quantitative and qualitative research methodologies, and **practice**, preparing students to apply knowledge in appropriate areas of specialization to practice in both academic and nonacademic settings.

### Doctoral Degree Programs

#### General Requirements for the Degree of Doctor of Philosophy

The Ph.D. degree is granted for distinction attained in a special field of concentration and demonstrated ability to modify or enlarge a significant subject in a dissertation based upon original research. Doctoral studies are supervised by the Associate Dean. The Ph.D. is granted in the Lynch School in the following areas:

- Curriculum & Instruction
- Educational Administration (K-12)
- Higher Education
- Counseling Psychology
- Applied Developmental and Educational Psychology
- Educational Research, Measurement, and Evaluation

Upon admission to a doctoral program, the doctoral student will be assigned an academic advisor. The Doctoral Program of Studies should be designed by students in consultation with their advisors during the first or second semester of course work. A formal Program of Studies must be filed with the student's advisor and the Office of the Associate Dean.

Doctoral students in the Lynch School, in addition to course work, complete comprehensive exams are admitted to doctoral candidacy and complete a doctoral dissertation.

Current information on policies and procedures regarding doctoral degree programs is provided online at <http://www.bc.edu/lynchschoo/>.

### Certificate of Advanced Educational Specialization (C.A.E.S.)

The C.A.E.S. course of study is designed for currently practicing educators who already have a master's degree and seek a higher level of specialization in Curriculum and Instruction or professional licensure in administration. For further information on C.A.E.S. programs in Educational Administration and Curriculum and Instruction, contact the Office of Graduate Admissions, Campion 103, Lynch School, Boston College, Chestnut Hill, Massachusetts 02467-3813, 617-552-4214.

### Master's Degree Programs

Candidates for the master's degree must be graduates of an accredited college or university. All master's students are supervised by the Offices for Students and Outreach (Campion 104/106).

#### Master of Education Degree (M.Ed.)

The Master of Education is awarded in the following areas:

- Early Childhood Teaching
- Elementary Teaching
- Secondary Teaching\*
- Special Education Teaching\*\*
- Reading/Literacy Teaching
- Curriculum & Instruction
- Professional Licensure Preparation

- Educational Administration
- Educational Research, Measurement, and Evaluation

\*Middle School licensure is available to Secondary Education students by application to the Department of Education via an alternative route. Students seeking this level of licensure should consult the Office of Practicum Experiences and Teacher Induction, Campion 135, 617-552-4206.

\*\*The M.Ed. program in Special Education Teaching includes the following areas of concentration: Moderate Special Needs, Grades Pre-K-9 and Grades 5-12, Severe Special Needs, Students with Deaf-Blindness and Multiple Disabilities.

#### Master of Arts in Teaching and Master of Science in Teaching Degrees (M.A.T./M.S.T.)

The M.A.T./M.S.T. degree programs are designed for students who have graduated with a major in liberal arts or sciences and who wish to prepare for teaching in the secondary school, for experienced teachers in secondary schools, and for recent college graduates already prepared to teach at the secondary level who want to earn an additional area of expertise and/or licensure. These degrees are coordinated with the appropriate College of Arts and Sciences department, require admission to both the Lynch School and to the appropriate College of Arts and Sciences program, and require more course work in Arts and Sciences than the M.Ed. degree in Secondary Teaching.

Students may prepare in the following disciplines: biology, chemistry, English, French, geology (earth science), history, Latin and classical humanities, mathematics, and Spanish.

Programs are described under the section on programs in Teacher Education/Special Education and Curriculum & Instruction.

#### Master of Arts Degree (M.A.)

The Master of Arts degree is given in the following areas:

- Early Childhood Specialist
  - Higher Education Administration
  - Counseling Psychology
  - Developmental and Educational Psychology
- These programs are described in each departmental section.

#### Course Credit

A *minimum* of 30 graduate credits is required for a master's degree. Specific programs may require more credits. No formal minor is required. No more than six graduate credits with grades of B or better, approved by the Offices for Students and Outreach, will be accepted in transfer toward fulfillment of course requirements. A transfer of credit must be formally applied for in the Offices for Students and Outreach, Campion 104/106.

In the first semester of matriculation, students must complete a Program of Studies in consultation with their advisor. Program of Studies forms are available on the Lynch School website. They can be filled out online and printed out for approval by a program advisor. These forms must be approved and filed in the Offices for Students and Outreach.

#### Fifth Year Programs

Academically superior students in any undergraduate school at Boston College may apply for a variety of graduate programs that will enable them to graduate with both a bachelor's degree and a master's degree in five years. Please refer to the Fifth Year Program description in the section of this Catalog covering Lynch School undergraduate programs.

## Research Centers

The Lynch School houses several Research Centers. For more information, refer the *About Boston College* section of this catalog.

## Department of Teacher Education/Special Education, and Curriculum & Instruction

The Department of Teacher Education/Special Education and Curriculum & Instruction prepares educational leaders for instructional and administrative roles in public and private schools, in institutions of higher education, and in related organizations. The intent is to provide a blend of scholarship, disciplined inquiry, and professional experiences that will develop the sound understanding, practical skills, ethical values, and social responsibilities that are required of competent educators.

Student programs are individualized under the guidance of a faculty advisor with special consideration given to each student's career goals and licensure requirements.

### Areas of Concentration

Programs and courses in Teacher Education are designed to prepare educators in the areas of elementary and secondary teaching, early childhood education, special education, and reading. In addition, master's and doctoral programs are available in Curriculum & Instruction. Teacher preparation programs are designed for individuals interested in working in elementary and secondary schools, both public and private, as well as early childhood and special needs programs and facilities. The Lynch School prepares outstanding teachers in both theoretical and practical dimensions of instruction. The doctoral program in Curriculum & Instruction prepares students for college and university teaching, research positions, and/or school leadership positions.

The Teaching English Language Learners (TELL, formerly ESL) concentration satisfies the Massachusetts requirements for subject matter knowledge for Teachers of English Language Learners. This is an appropriate concentration for students applying for certification programs in early childhood, elementary, secondary education, or reading. It is also an appropriate concentration for certified teachers in these areas who are pursuing a master's degree in Curriculum & Instruction. The concentration is comprised of three additional courses and a field experience (which can be fulfilled through the pre-practicum requirement).

### Licensure

Endorsement of candidates for Massachusetts teaching licensure is a collaborative effort between the Lynch School supervisor and the cooperating teacher. The Lynch School offers graduate programs designed to prepare students for teaching licensure at the master's and C.A.E.S. levels. A student seeking licensure must be admitted as a degree candidate. Programs are approved by the Interstate Licensure Compact (ICC) and the National Council for the Accreditation of Teacher Education (NCATE), allowing students easier access to licensure outside Massachusetts.

The following are licenses available from the State Department of Massachusetts through completion of a Lynch School program:

- Early Childhood Teacher
- Elementary Teacher
- Teacher of English, Mathematics, History, Physics, Chemistry, Biology, Earth Science, Foreign Language, Latin, and Classical Humanities
- Teacher of Reading
- Teacher of Students with Moderate Special Needs (pre K-9, 5-12)

- Teacher of Students with Severe Special Needs (pre K-12)

Note: Students who plan to seek licensure in states other than Massachusetts should check the licensure requirements in those states. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL).

### Practicum Experiences

Practicum experiences are an essential part of the curriculum in licensure programs and should be planned with the respective faculty advisor early in the student's program. Practicum experiences for licensure in Teacher Education are offered at the initial licensure level for Massachusetts. Students seeking licensure in Massachusetts must also must pass the Massachusetts Tests for Educator Licensure (MTEL).

All field experiences for students enrolled in Lynch School degree programs are arranged through the Office of Practicum Experiences and Teacher Induction (Campion 135). The Director of Practicum Experiences and Teacher Induction, for appropriate reasons, may not approve a student for the practicum. Applications for all placements must be made during the semester preceding the one in which it will occur. Application deadlines for full practica are March 15 for fall assignments and October 15 for spring assignments. Application deadlines for pre-practica are April 15 for fall placements and December 1 for spring placements.

The following are prerequisites for students who are applying for practica and clinical experiences:

- Grade Point Average of B or better (3.0 or above)
- Satisfactory completion of required pre-practica or waiver from the Director of the Office of Practicum Experiences and Teacher Induction
- Completion of 80 percent of the course work related to required Education courses, including methods courses in the content area and courses required for initial licensure
- Application in the Office of Practicum Experiences and Teacher Induction

A full practicum is characterized by the five professional standards as required by the Massachusetts Department of Education. Student teachers must demonstrate competency in these five standards during their practicum experience: content knowledge, instructional practice, evaluation, equity, and professionalism.

If, for any reason, a student is unable to complete the full practicum, an extended practicum (additional time in the field) will be required by arrangement of the Director of Practicum Experiences and Teacher Induction.

Placement sites for local field experiences are in Boston and neighboring areas. Students are responsible for providing their own transportation to and from these schools. Transportation to many schools requires that the student have a car. Carpooling is encouraged.

### Application Deadlines for Programs in Teacher Education/Special Education, and Curriculum & Instruction

Master's programs in Teacher Education/Special Education and Curriculum & Instruction, with two exceptions, have the following deadlines for applications: January 1 is the priority deadline for summer or fall admission, with June 15 being the final application deadline for fall admission. The M.A.T. program in English and the M.A.T. program in history accept applications only once per year—January 1 for a summer or fall deadline. Applicants must meet the priority deadline

to be assured of consideration for scholarships. M.A.T./M.S.T. candidates must be accepted by both the Lynch School and the Graduate School of Arts and Sciences Department of their specialization. More information can be found under Master's Programs in Secondary Teaching below.

The priority deadline for application to the C.A.E.S. programs in Reading Specialist, Moderate Special Needs, or Curriculum & Instruction is January 1 for summer or fall admission, with June 15 being the final application deadline for fall admission. Applicants must meet the priority deadline to be assured of consideration for scholarships.

The deadline for application to the Ph.D. program in Curriculum & Instruction is January 1 for fall admission.

All admissions requests should be addressed to the Office of Graduate Admissions, Campion 103, Lynch School, Boston College, Chestnut Hill, Massachusetts 02467-3813, 617-552-4214. You may access the application on the Lynch School website at <http://www.bc.edu/lynchschooll/>, or email [lsadmissions@bc.edu](mailto:lsadmissions@bc.edu).

### **Programs in Teacher Education/Special Education and Curriculum & Instruction**

#### ***Master of Education (M.Ed.) in Early Childhood Teaching***

The master's degree program in Early Childhood education focuses on developmentally appropriate practices and critical thinking skills. This program is appropriate for students who wish to be prepared to teach normal and moderately disabled children in regular settings, pre-K-3. Students can enter the program without teaching licensure (selecting Advanced Provisional Master's Program). Prerequisite for either program is a college degree with an Arts and Sciences major or the equivalent. Students who have majored in other areas, such as business or engineering, should consult the admissions director or the faculty advisors to confirm licensure eligibility.

#### ***Master of Education (M.Ed.) in Elementary Teaching***

The Elementary Teaching program is designed for students who wish to teach in grades 1-6. The program stresses a humanistic approach to teaching that is both developmentally appropriate and intellectually challenging. It prepares the teacher to work with the diverse range of children by providing the teacher with knowledge about instructional practices, along with perspectives on children, schools, and society.

The prerequisite for the program is a bachelor's degree with an Arts and Sciences or interdisciplinary major or the equivalent. The Program of Studies for the program includes foundations and professional courses, and practicum experiences. Courses of study are carefully planned with the faculty advisor to ensure that both degree requirements and licensure requirements are fulfilled.

#### ***Master's Programs (M.Ed., M.A.T., and M.S.T.) in Secondary Teaching***

Students in secondary education can pursue either a Master of Education (M.Ed.), a Master of Arts in Teaching (M.A.T.), or a Master of Science in Teaching (M.S.T.). These degree programs lead to licensure (9-12) in one of the following disciplines: English, history, biology, chemistry, geology (earth science), physics, mathematics, French, Spanish, and Latin and classical humanities. The prerequisite for the program is a bachelor's degree with a liberal arts major in the field of desired licensure or an equivalent. Students who do not have the pre-

requisite courses must take discipline area courses before being admitted into a degree program. All prerequisite courses must be taken before taking the practicum. Check with the Graduate Admissions Office (617-552-4214) if you have questions.

In addition to required courses in the field of education, secondary education master's degrees require a number of courses taken at the graduate level in the Arts and Sciences Department of specialization. M.Ed. students take a minimum of two graduate courses, and M.A.T./M.S.T. students take five graduate courses in their disciplinary area. Courses of study are carefully planned with a faculty advisor. All of the master's programs leading to licensure in secondary education include practicum experiences in addition to course work. M.A.T./M.S.T. applicants file only one application to the Lynch School. The Graduate Admissions Office coordinates the admissions process with the School of Graduate Arts and Sciences faculty. All Lynch School admissions requests should be addressed to the Office of Graduate Admissions, Campion 103, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214.

#### ***Middle School Licensure***

Middle School licensure is available to Elementary and Secondary Education students by application to the Department of Education via an alternate route. Students seeking this level of licensure should consult the Office of Professional Practicum Experiences, Campion 135, 617-552-4206.

#### ***Master of Education (M.Ed.) in Reading/Literacy Teaching***

The graduate reading program consists of a series of courses and related practicum experiences designed to help classroom teachers and resource room specialists increase knowledge and skill as teachers of literacy. The program is designed to enable candidates with at least one year of teaching to meet Massachusetts licensure standards for teacher of reading. The program conforms to the guidelines of the International Reading Association.

The Program of Studies consists of foundation courses, courses in language and literacy, and practica experiences as a teacher of reading. A classroom teaching certificate is normally required for admission into the program. Students should carefully plan programs in consultation with the program advisor to see that degree and licensure requirements are met.

#### ***Master of Education (M.Ed.) in Curriculum & Instruction***

The master's degree program in Curriculum & Instruction consists of a planned program with a minimum of 30 graduate credit hours. Four courses in Curriculum & Instruction are required. Courses of study are planned in consultation with a faculty advisor to meet each candidate's career goals and needs.

This degree program does not lead to licensure, nor are students in this program eligible to apply for supervised practicum experiences.

#### ***Master of Education (M.Ed.) in Special Education***

**Master of Education (M.Ed.) in Special Education: Teacher of Students with Moderate Special Needs, Grades Pre-K-9, and Grades 5-12**

This program prepares teachers to work with students classified in some states as learning disabled, mildly retarded, or behaviorally handicapped. This program, however, is based on a non-categorical model focused on educational need rather than category of disabling

condition. Students gain practical experience in inclusive schools. The ultimate goal is the preparation of teachers to function effectively in collaboration with regular educators, parents, and other professionals in creating successful experiences for all students. For this reason, students become certified in regular and special education. Financial aid is available in the form of paid internship experiences in local school systems and in some private schools. A listing of specific course requirements may be obtained from the Offices for Students and Outreach.

#### **Master of Education (M.Ed.) in Special Education: Teacher of Students with Severe Special Needs**

This program prepares students to work in schools and community environments with students with mental retardation or other severe disabilities, preschool through older adolescence, in a variety of educational settings and leads to a Massachusetts licensure in Severe/Intensive Special Needs. Students may be enrolled on a full- or part-time basis. The program emphasizes urban schools, inclusive education, collaborative teaching, disability policy, and family partnerships. For those students employed in approved Intensive Special Needs programs, practicum requirements are individualized and may be completed within the work setting. The program of studies expands on and builds upon a prerequisite education foundation through the development of competencies that are research and field-based and consistent with the highest professional standards of the field.

#### ***Donovan Urban Teaching Scholars Program***

The Donovan Urban Teaching Scholars program is open to master's students specifically interested in urban teaching. To qualify for the program, students must be accepted into one of the Master of Education programs in teaching listed above. All Donovan scholars must complete a teacher education program in Early Childhood, Elementary, Secondary, Reading, Moderate Special Needs, or Severe Special Needs Teaching. A cohort of 30 students is selected each year from students applying to an M.Ed. teacher licensure program and financially supported from the Donovan Scholars program which carries a half-tuition scholarship.

#### **Certificate of Advanced Educational Specialization Degree Program (C.A.E.S.)**

The C.A.E.S. course of study is designed for currently practicing educators who already have a master's degree and seek a higher level of specialization in Curriculum & Instruction. For further information on the C.A.E.S. program in Curriculum & Instruction, contact the Office of Graduate Admissions, Campion 103, Lynch School, Boston College, Chestnut Hill, Massachusetts 02467-3813, 617-552-4214.

#### ***Doctoral Program (Ph.D.) in Curriculum & Instruction***

The doctoral program in Curriculum & Instruction is for people who hold, or plan to assume, leadership positions in curriculum, instruction, and teacher education in schools, school systems, or other related instructional environments. It is also designed for candidates who are preparing for a career in curriculum and instruction or teacher education at the college, university, or staff development level.

Courses and related program experiences are designed to develop scholarly methods of inquiry in teaching, teacher education, curriculum development and evaluation, and professional development. There is a complementary emphasis on designing and researching effective instruction. Students who plan to work in school settings may pursue programs that will help them develop expertise in several areas of instruction such as mathematics, literacy, technology, science, history,

or combinations thereof. Students who plan to work at the post-secondary level may pursue specialties in curriculum or teacher preparation in a specific subject area.

The program of studies requires a research core that will familiarize students with quantitative and qualitative research methodology and develop the candidate's expertise for analyzing and conducting research. Also required are advanced-level core courses in curriculum and teaching theory, research, and practice. Programs of studies are carefully planned on an individual basis to help candidates meet their goals related to scholarship, professional, and career paths. Throughout their doctoral programs, candidates work closely with faculty in research and teaching activities related to one of four areas of specialization: critical pedagogy, diversity, and social justice; curriculum, policy, and school reform; language, literacy, and learning; and mathematics, science, and technology.

#### **Department of Educational Administration and Higher Education**

The Department of Educational Administration and Higher Education prepares educational leaders for institutions involved in the education of youth and adults from preschool through university and continuing education levels. The department is committed to preparing leaders who proactively bring foundational perspectives from sociology, psychology, history, and philosophy, as well as social justice and public policy concerns to their analysis and articulation of educational issues. Course work, coupled with field-based learning experiences, attempt to develop reflective practitioners who integrate theory with practice in their professional agenda.

#### **Programs in Educational Administration**

##### ***Licensure, Pre-Practicum, and Practicum Experiences for Students in Educational Administration Programs***

Students in Educational Administration may seek state administrative licensure and NCATE approval as:

- Superintendent/Assistant Superintendent
- School Principal/Assistant School Principal
- Supervisor/Director
- Administrator of Special Education

Students seeking administrative licensure work directly with their faculty advisors in Educational Administration to apply for and arrange their pre-practicum and practicum experiences. The faculty, for appropriate reasons, may not approve a student for the practicum. All field experiences in the Lynch School are overseen by the Office of Professional Practicum Experiences. All Educational Administration students in a practicum must register for ED 626 in the same semester in which they register for the practicum unless they have the written prior approval of the Program Director. Educational Administration students seeking Massachusetts licensure are required to pass the Massachusetts Tests for Educator Licensure (MTEL).

#### ***Application Deadlines for Programs in Educational Administration***

The priority deadline for application to the M.Ed. or C.A.E.S. programs in Educational Administration is January 1 for summer or fall admission with June 15 being the final application deadline for fall admission. Applicants must meet the priority deadline to be assured of consideration for scholarships. Applications to these programs may be considered after June 15 in special situations.

The deadline for application to the Ph.D. program in Educational Administration is February 1 for summer or fall admission. The deadline for the PSAP/MESPA program, the Lynch School's part-time Ed.D. program for practicing administrators, is March 1.

All admissions requests should be addressed to the Office of Graduate Admissions, Campion 103, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. You may access the application on the Lynch School website at <http://www.bc.edu/lynch-school/> or email us at [lsadmissions@bc.edu](mailto:lsadmissions@bc.edu).

### ***Master of Education (M.Ed.) in Educational Administration***

Educators with limited or no experience as administrators and those preparing for various administrative positions in public or private elementary, middle, or secondary schools can participate in the master's program in educational leadership. Most students admitted to the master's program have teaching experience but little or no prior graduate study in educational administration. To be *licensed*, one must have at least three years of teaching experience.

A listing of specific course requirements may be obtained from the Offices for Students and Outreach.

At the conclusion of their program of studies, students sit for a one-hour oral comprehensive examination. The comprehensive examination is based on their course work, related program experiences, and their practicum experience.

### **Certificate of Advanced Educational Specialization Degree Program (C.A.E.S.)**

The C.A.E.S. course of study is designed for currently practicing educators who already have a master's degree and who do not plan to pursue a doctoral degree but seek a higher level of specialization or professional licensure in a particular field. For further information on the C.A.E.S. program in Educational Administration, contact the Office of Graduate Admissions, Campion 103, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214.

### ***Doctoral Program (Ph.D.) in Educational Administration***

The doctoral program in Educational Administration prepares students for senior level administrative and policy positions in public or private schools, educational settings, and private or governmental agencies concerned with elementary and secondary education. The program was created to address the era of change facing public, religious, and private elementary and secondary education.

Doctoral students may seek state licensure for such positions as Superintendent/Assistant Superintendent, Principal/Assistant Principal, Supervisor/Director, and Administrator of Special Education. The program accepts five or six students per year. They may pursue their studies as full-time or part-time students in an individualized program. Catholic school educators will have an opportunity to focus on issues particular to the teaching and administrative leadership in Catholic elementary and secondary schools.

### ***Doctoral Program (Ed.D.) in Educational Administration***

The Lynch School, in cooperation with the Massachusetts Elementary School Principals Association (MESPA), offers a three-year program for practicing school administrators, leading to the Ed.D.

degree. The Practicing School Administrators Program (PSAP) is open to principals, superintendents, assistant superintendents, and other central office administrators from elementary, middle, and secondary schools.

Faculty members for PSAP are drawn from the Lynch School and from among MESPA's consultants and practitioners. More information is available from the Office of Graduate Admissions, Campion 103, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214.

### **Programs in Higher Education**

#### ***Application Deadlines for Programs in Higher Education***

The deadline for application to both the M.A. program and Ph.D. program in Higher Education is January 1 for summer or fall admission. All admissions requests should be addressed to the Office of Graduate Admissions, Campion 103, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. You may access the application from the Lynch School website at <http://www.bc.edu/lynchschool/> or email [lsadmissions@bc.edu](mailto:lsadmissions@bc.edu).

#### ***Master of Arts (M.A.) in Higher Education***

The master's degree in Higher Education prepares students for entry and middle-management positions in student affairs as well as in other professional areas in colleges, universities, community colleges, and policy making organizations. The M.A. program consists of 30 credit hours of required and elective course work and an internship. The program may be completed in one academic year and one summer by students interested in full-time study. It is also possible to complete the program on a part-time basis. In addition to a core of foundational studies in higher education, the program offers students the opportunity to focus on one facet of higher education. Among these are the following:

- Administration and policy analysis in higher education
- Student development and student affairs (including electives in counseling)
- International and comparative higher education
- Higher education policy and finance
- Organizational culture and change

Faculty advisors work with students on an individual basis to design programs of study and applied administrative experiences according to the individual student's needs, interests, and goals.

#### ***Doctoral Degree (Ph.D.) in Higher Education***

The doctoral program prepares students for senior administrative and policy management posts at colleges and universities and for careers in teaching and research. The program offers students the opportunity to focus on one facet of higher education, including administration and policy analysis in higher education; student development and student affairs; international and comparative higher education; organizational culture and change; and the academic profession. In addition, students may choose other topics that are relevant to the administration of post-secondary education and to research.

A special feature is the Center for International Higher Education, linking the Lynch School higher education program with Jesuit colleges and universities worldwide. This initiative, as well as other international efforts, provides a significant global focus to the higher education program.

The doctoral program requires 54 credit hours of course work, 48 of which must be beyond the 400 level. At least six hours of disserta-

tion direction is needed. The Ph.D. program is organized into several tiers of study. These include a core of foundational studies in higher education; methodological courses; specialized elective courses in higher education and related fields, including research seminars; optional internship experience; and research. In the context of a rigorous selection of courses, students are encouraged to pursue their own specific interests in higher education.

### **Department of Counseling, Developmental, and Educational Psychology**

During their first year, all matriculated students should work with their advisors to complete a program of studies. Master's and doctoral students must file their program of studies with their advisors.

#### **Programs in Counseling Psychology**

Programs in Counseling Psychology have as a mission the preparation of counselors at the master's level and counseling psychologists at the Ph.D. level for competent professional practice in schools, universities, and a variety of non-school health care delivery settings. The Ph.D. program has full accreditation from the American Psychological Association.

The primary focus of the multi-level program is the facilitation of healthy functioning in clients and a respect for individual and cultural differences. Competencies are developed in psychological theories of personality and behavior; human development; counseling strategies for individuals, groups, and families; career development; multicultural counseling; and psychological testing. Developmental concepts are integrated with supervised practice through field placements and varied instructional approaches.

#### ***Application Deadlines for Programs in Counseling Psychology***

The deadline for application to the M.A. program in Counseling Psychology is January 1 for fall admission.

The deadline for application to the Ph.D. program in Counseling Psychology is December 15 for fall admission. All candidates will be notified of their status no later than April 15.

All admissions requests should be addressed to the Office of Graduate Admissions, Campion 103, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. You may download the application from the Lynch School website at <http://www.bc.edu/lynchschool/> or email [lsadmissions@bc.edu](mailto:lsadmissions@bc.edu).

The doctoral program in Counseling Psychology accepts applications from applicants with a master's degree prior to applying as well as from applicants who wish to pursue their doctoral education directly after their undergraduate education (Direct Admit).

#### ***Master of Arts (M.A.) in Counseling***

The Master of Arts degree in Counseling is a two-year, full-time program designed for candidates who wish to work as counselors in mental health agencies or in school settings. The Mental Health Counselor sequence is a 60 semester-hour program, and the School Counselor sequence is a 42 semester-hour program. A 48 semester-hour mental health sequence is also available for students not seeking mental health licensure.

The first year of both sequences is devoted primarily to course work. School Counseling students, however, do spend one day a week at a school in the second semester of the first year to meet pre-practicum requirements. It is required that persons selecting the

Mental Health Counselor sequence enroll in two classes during the first Summer Session. Students may elect to take additional classes during Summer Session II to ease their course load during the academic year.

The second year of the program includes a full-year, half-time internship placement and the completion of remaining academic requirements for Mental Health Counselor students and a full-year, part-time practicum placement and the completion of remaining academic requirements for School Counselor students. For the Mental Health Counselor sequence, students spend a minimum of 600 clock hours in their field placement. For the School Counselor sequence, students complete a practicum (600 clock hours) in a school setting.

Prerequisites for enrollment in the Master of Arts program in Counseling consist of evidence of undergraduate preparation in personality theory, research methods and basic statistics, and developmental psychology. Students who have not majored in psychology will be expected to choose appropriate electives in their master's program to fulfill these requirements. Candidates will select the Mental Health Counselor or School Counselor option prior to enrolling in the program.

The 60 semester-hour *Mental Health Counselor* sequence of study reflects the professional standards recommended by the American Counseling Association and the Massachusetts Board of Allied Mental Health and Human Services Professionals. This sequence is designed to meet the pre-master educational requirements for licensing as a Mental Health Counselor in the Commonwealth of Massachusetts. Licensing is granted by the Massachusetts Board of Allied Mental Health and Human Service Professionals, and the requirements are subject to change by the state.

The *School Counselor* sequence is designed to meet the professional standards recommended by the Interstate Certification Compact (ICC), National Council for Accreditation of Teacher Education (NCATE), and Massachusetts Department of Education. This sequence is designed to meet the educational requirements for licensure as a school counselor in the Commonwealth of Massachusetts. Licensure is granted by the state Department of Education and requirements are subject to change by the state. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure.

Within the Mental Health Counselor sequence, students may focus more intensively on children or adolescents by selecting electives that emphasize these populations. Similarly, in the School Counselor sequence, students may select the elementary/middle school track (grades pre-K-9) or the middle/high school track (grades 5-12). The track must be selected early in course work since the student must follow prescribed curriculum standards.

The list of specific courses required for each sequence is available in the Counseling, Developmental, and Educational Psychology Office and on the Lynch School website.

#### ***Doctoral Program (Ph.D.) in Counseling Psychology (APA accredited)***

The doctoral program in Counseling Psychology, through advanced course work and supervised internships, builds on prior graduate training and professional experience. Using a developmental framework and a scientist-practitioner model of training, the program helps students acquire the following competencies: ability to comprehend and critically analyze current literature in the field; understanding of major theoretical frameworks for counseling, personality, and career development; skills to combine research and scientific inquiry; knowledge and

practice of a variety of assessment techniques; respect for and knowledge of diverse client populations; ability to provide supervision, consultation, and outreach; commitment to the ethical and legal standards of the profession including sensitivity to individual, gender, and cultural differences; and demonstrated competencies with a variety of individual and group counseling approaches in supervised internships.

The doctoral program in Counseling Psychology accepts applications from applicants with a master's degree prior to applying as well as from applicants who wish to pursue their doctoral education directly after their undergraduate education (Direct Admit). The Doctoral program (Ph.D.) in Counseling Psychology is accredited by the American Psychological Association and is designed to qualify candidates for membership in that organization and Division 17 (Counseling Psychology). The program is designed to provide many of the professional pre-doctoral educational requirements for licensure as a Psychologist in the Commonwealth of Massachusetts and for inclusion in the National Register of Health Care Providers. Licensure requirements in Massachusetts include an additional year of post-doctoral supervised experience.

The entering doctoral student who has not completed all of the educational prerequisites for the M.A. in Counseling must complete them during the initial year of enrollment in the doctoral program. Decisions regarding this aspect of the student's course work will be based on a review of the student's background by the assigned advisor and the director of doctoral training.

Once admitted, doctoral students are required to complete courses in each of the following broad areas that fulfill the basic professional training standards: scientific and professional ethics and standards, research design and methodology, statistical methods, psychological measurement, history and systems of psychology, biological bases of behavior, cognitive-affective bases of behavior, social bases of behavior, individual differences, and professional specialization.

The Ph.D. in Counseling Psychology requires five years of full-time academic study and advanced practica for students entering with a relevant master's degree in counseling or another related helping profession. For students entering without the master's degree, the program takes five to six years. Other departmental requirements for the Ph.D. include a year of full-time internship and successful defense of a dissertation. A listing of specific course requirements may be obtained from the Offices for Students and Outreach.

### **Programs in Applied Developmental and Educational Psychology**

The theoretical orientation of the programs in Applied Developmental and Educational Psychology is applied life span developmental psychology. The programs are designed to develop expertise in integrating theory, research, and application to the development of children, adolescents, and adults.

Two degrees are offered: the Master's degree in Developmental and Educational Psychology or Early Childhood Specialist and the Ph.D. in Applied Developmental and Educational Psychology. See the Department of Teacher Education/Special Education and Curriculum & Instruction descriptions for the licensure in Early Childhood teacher education program.

The doctoral program in Applied Developmental and Educational Psychology accepts applications from applicants with a

master's degree prior to applying as well as from applicants who wish to pursue their doctoral education directly after their undergraduate education (Direct Admit).

### ***Application Deadlines for Programs in Applied Developmental and Educational Psychology***

The priority deadline for application to either the M.A. program in Developmental and Educational Psychology or the Early Childhood Specialist is January 1 for summer or fall admission, with June 15 being the final application deadline for fall admission. Applicants must meet the priority deadline to be assured of consideration for scholarships.

The deadline for application to the Ph.D. program in Applied Developmental and Educational Psychology is January 1 for fall admission.

All admissions requests should be addressed to the Office of Graduate Admissions, Campion 103, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. You may access the application on the Lynch School website at [http://www.bc.edu/lynchschool/or\\_email\\_at\\_lsadmissions@bc.edu](http://www.bc.edu/lynchschool/or_email_at_lsadmissions@bc.edu).

The doctoral program in Applied Developmental and Educational Psychology accepts applications from applicants with a master's degree prior to applying as well as from applicants who wish to pursue their doctoral education directly after their undergraduate education (Direct Admit).

### ***Master's Programs (M.A.) in Developmental and Educational Psychology***

#### **Developmental and Educational Psychology (M.A.) Option**

This option focuses on the unique characteristics, crises, and developmental tasks of people at specific periods in their lives, including the social, affective, biological, and cognitive factors that affect development. The program is designed for those pursuing knowledge of theory and research in the area of life span development and for those practitioners (counselors, nurses, personnel specialists, teachers, social workers) seeking a greater understanding of the populations they serve. This option does not lead to licensure. Those possessing a degree in this option are employed in a number of developmentally oriented settings, (e.g., residential care centers, prisons and correction centers, children's museums and parks, adult and industrial educational facilities, personnel departments, governmental offices, and hospitals). Graduates also serve as educational instructors and/or consultants in these settings.

The program is designed to give maximum flexibility to suit individual needs. Students work closely with a faculty advisor to design a program of study that should be completed in the first semester of matriculation. A listing of specific course requirements may be obtained from the Offices for Students and Outreach.

#### **Early Childhood Specialist (M.A.)**

The Early Childhood Specialist program prepares students as early childhood specialists within a variety of fields that involve working with young children. The required courses are designed to provide a strong conceptual understanding of developmental issues generally as well as a specific concentration on young children. In addition, students may select electives to develop their own particular focus.

A careful combination of courses and field experience can prepare graduates for a variety of positions, such as teacher of preschool, director of day-care and early intervention programs, or member of multidisciplinary teams in research, government, and hospital settings. This pro-

gram does not lead to licensure. Those interested in licensure should choose Early Childhood Teaching. A listing of specific course requirements may be obtained from the Offices for Students and Outreach.

### ***Doctoral Program (Ph.D.) in Applied Developmental and Educational Psychology***

The doctoral program in Applied Developmental and Educational Psychology educates both researchers and practitioners. The program faculty is committed to promoting students' understanding of the processes involved in cognitive and affective development. A primary focus of the program content is the origin and nature of diversity in gender, race, class, ethnicity, and physical and mental challenges. Individual development is examined in relation to social factors and the interaction of biological and environmental factors. Educational and human service applications are emphasized, and work with diverse populations in a range of communities is a major focus.

The faculty brings four areas of specialization to these central themes: early childhood, with a focus on the development of social competency, self-regulation, and critical thinking skills; cognitive psychology, with a focus on learning styles, creativity, and neuropsychological applications; ethical decision making and values and character formation; and, the social context of development, focusing on the interdependence of individuals, peers, family, community, and culture.

The range of careers available to Applied Developmental and Educational Psychology graduates with a Ph.D. includes university teaching, research, advocacy, consultation, and positions in business, governmental agencies, and human service organizations.

The curriculum requires that students take courses in development across the life span. In addition, students develop expertise in the following areas: social, affective, and cognitive development; individual differences; cognition and learning; social policy; cultural context of development; research methods; and statistics.

A listing of specific course requirements may be obtained from the Offices for Students and Outreach.

### **Department of Educational Research, Measurement, and Evaluation**

Studies in Educational Research, Measurement, and Evaluation are designed to prepare researchers with specialized competence in testing, assessment, the evaluation of educational programs, and in research methodology for the social sciences and human services.

### ***Application Deadlines for Programs in Educational Research, Measurement, and Evaluation***

The priority deadline for application to the M.Ed. program in Educational Research, Measurement, and Evaluation is January 1 for summer or fall admission, with June 15 being the final application deadline for fall admission. Applicants must meet the priority deadline to be assured of consideration for scholarships.

The deadline for application to the Ph.D. program in Educational Research, Measurement, and Evaluation is January 1 for summer or fall admission.

*Note:* In some cases, applications are considered beyond the deadline. Call the Graduate Admissions Office at 617-552-2292 for more information.

All admissions requests should be addressed to the Office of Graduate Admissions, Campion 103, Lynch School, Boston College,

Chestnut Hill, MA 02467-3813, 617-552-4214. You may access the application on the Lynch School website at <http://www.bc.edu/lynch-school/> or email at [lsadmissions@bc.edu](mailto:lsadmissions@bc.edu).

### ***Master of Education (M.Ed.) in Educational Research, Measurement, and Evaluation***

This program prepares graduate students with fundamental skills in testing, assessment, the evaluation of educational innovations, and in quantitative and qualitative social science research methods. A minimum of 30 semester hours and satisfactory performance on a comprehensive examination are required for the M.Ed. degree. The M.Ed. student may also take one course in Developmental and Educational Psychology and one in Philosophy or History of Education.

### ***Doctoral Program (Ph.D.) in Educational Research, Measurement, and Evaluation***

This program prepares researchers with specialized competence in testing, assessment, the evaluation of educational innovations, and in quantitative and qualitative social science research methodology. Other departmental requirements for the Ph.D. are discussed above.

A student without a master's degree may apply directly to the doctoral program in Educational Research, Measurement, and Evaluation. However, note that this Direct Admit option is appropriate only when the applicant has demonstrated exceptional academic achievement and has acquired relevant research experience.

Emphasis is on the application of research design and statistical methods in making measurements and drawing inferences about educational and social science problems, with special attention given to methods of testing, assessment, data collection, policy issues, and statistical analysis of data. Training and experience are provided in the use of computers in statistical analysis.

Since the important issues in these areas require more than technical solutions, the program also attends to non-technical social, ethical, and legal issues. Students are expected to develop an understanding of modern techniques of test construction and evaluation, design of research and experiments, univariate and multivariate statistical analysis of data, and psychometric theory. Care is taken to design programs of study and experience according to the individual student's needs, interests, and goals.

Students may choose an additional concentration in Developmental and Educational Psychology, Special Education, Computer Science and Management, Educational Administration, or other areas.

Graduates of the program are qualified for academic positions in university departments of education and social sciences. They also are qualified for research and testing specialist positions in universities, foundations, local education agencies, state and regional educational organizations, and in research and development centers.

### **Dual Degree Programs**

The Lynch School offers six dual degree programs in collaboration with the Boston College Law School, Carroll School of Management, and Institute for Religious Education and Pastoral Ministry.

### ***Dual Degree Programs—Law and Education***

The dual degree programs in law and education are designed for students interested in serving the combined legal and educational needs of students, families, and communities in our nation. They reflect the University's mission to promote social justice and to prepare men and

women for service to others. The programs prepare students to meet the needs of individuals who have traditionally not been well served by the nation's schools. The programs are designed to serve the needs of persons who wish to combine knowledge about education and applied psychology with legal knowledge and skills to better serve their clients and constituencies. The programs offer an opportunity to further the University's goals in promoting interdisciplinary inquiry and integrating the work of service providers.

Students admitted to the program may expect to receive both a Master's degree in Education (M.Ed. in Curriculum & Instruction or Educational Administration or M.A. in Higher Education) and the Juris Doctor (J.D.) degrees in approximately three and a half years, or three years and two summers, rather than the four or more years such degrees would normally entail if taken separately.

Students seeking to pursue the J.D./M.Ed. or J.D./M.A. dual degree must file separate applications to, and be admitted by, both their intended Education program in the Lynch School and the Boston College Law School. Any student seeking licensure or human services licensure must meet all of the requirements in the Lynch School for that licensure. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL).

The deadline for application to either the M.Ed. programs in Curriculum & Instruction or Educational Administration or M.A. program in Higher Education is January 1 for summer or fall admission. All Lynch School admissions requests should be addressed to the Office of Graduate Admissions, Campion 103, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. The BC Law School accepts applications from mid-September through March 1 for the class entering in August. Contact them directly for further information at Office of Admissions, BC Law School, 885 Centre Street, Newton Centre, MA 02459, 617-552-8550.

### ***Dual Degree Program—Management and Higher Education (M.B.A./M.A.)***

This dual degree program will provide students in higher education with an opportunity for professional training in resource management. The M.B.A./M.A. program will prepare students to assume leadership positions in such areas as financial management, resource planning, and technology management in major universities and policy-making institutions in post-secondary education.

Students admitted to the program may expect to receive both a Master's degree in education (M.A. in Higher Education Administration) and the Master of Business Administration (M.B.A.) degrees in three academic years and two summers.

Students seeking to pursue the M.B.A./M.A. dual degree must file separate applications to, and be admitted by, both the Higher Education program in the Lynch School and the Carroll School of Management.

The deadline for application to the M.A. program in Higher Education is January 1 for summer or fall admission. All Lynch School admissions requests should be addressed to the Office of Graduate Admissions, Campion 103, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. The Carroll School of Management has an application deadline of March 1 for international students and any candidate who wishes to be considered for an assist-

antship or scholarship. Domestic applicants not applying for assistantship or scholarship may submit their applications by April 1. Extensions beyond this date are granted on an individual basis.

### ***Dual Degree Program—Pastoral Ministry and Counseling (M.A./M.A.)***

The dual M.A. in Pastoral Ministry/M.A. in Counseling Psychology program was developed by the Institute of Religious Education and Pastoral Ministry (IREPM) and the Lynch School. It is designed for individuals who wish to pursue graduate studies that combine theories and practice in counseling and psychology with studies in religion and exploration of the pastoral dimensions of caregiving.

It combines the core studies and faculty resources of the existing M.A. in Pastoral Ministry (Pastoral Care and Counseling Concentration), and the M.A. in Counseling Psychology (Mental Health Counselor). It prepares students to seek licensing as professional mental health counselors while also providing them with theoretical foundations for integrating pastoral ministry and counseling techniques. Students seeking to pursue the dual M.A./M.A. program must file separate applications to, and be admitted by, both the Lynch School Master's program in Counseling and the IREPM. Any student seeking mental health licensure or school counseling licensure must meet all of the requirements in the Lynch School for that licensure. Students seeking licensure in Massachusetts as school counselors must pass the Massachusetts Tests for Educator Licensure (MTEL).

The deadline for application to the M.A. program in Counseling is January 1 for fall admission. All Lynch School admissions requests should be addressed to the Office of Graduate Admissions, Campion 103, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. IREPM encourages applying for the M.A. program no later than March 1. Contact them directly for further information at Admissions, IREPM, Boston College, 31 Lawrence Avenue, Chestnut Hill, MA 02467-3921, 617-552-8440.

### ***Dual Degree Program—Pastoral Ministry and Educational Administration (M.A./M.Ed.)***

The dual degree (M.Ed./M.A.) program in Pastoral Ministry and Educational Administration allows students to combine the foundations of educational leadership with a faith-based perspective. Dual degree candidates file separate applications to, and are admitted by, both the Lynch School master's program in counseling and the Institute of Religious Education and Pastoral Ministry (IREPM).

The deadline for application to the M.Ed. program in Educational Administration is January 1 for fall admission. All Lynch School admissions requests should be addressed to the Office of Graduate Admissions, Campion 103, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. IREPM encourages applying for the M.A. program no later than March 1. Contact it directly for further information at Admissions, IREPM, Boston College, 31 Lawrence Avenue, Chestnut Hill, MA 02467-3921, 617-552-8440.

## **Lynch School Graduate Programs**

### **Summary of Program and Degree Offerings**

#### ***Department of Teacher Education/Special Education and Curriculum & Instruction***

Early Childhood Education: M.Ed.

Elementary Education: M.Ed.

Secondary Education: M.Ed., M.A.T., M.S.T.

Reading /Literacy Teaching: M.Ed., C.A.E.S.  
Curriculum & Instruction: M.Ed., C.A.E.S., Ph.D.  
Special Education (Moderate Special Needs, Grades Pre-K-9 and Grades 5-12): M.Ed., C.A.E.S.  
Special Education (Students with Severe Special Needs): M.Ed.

### *Department of Educational Administration and Higher Education*

Educational Administration: M.Ed., C.A.E.S., Ed.D., Ph.D.  
Higher Education: M.A., Ph.D.

### *Department of Counseling, Developmental and Educational Psychology*

Counseling Psychology: M.A., Ph.D.  
Applied Developmental and Educational Psychology: M.A., Ph.D.  
Early Childhood Specialist: M.A.

### *Department of Educational Research, Measurement and Evaluation*

Educational Research, Measurement, and Evaluation: M.Ed., Ph.D.

### *Dual Degrees: Education/Law, Education/Management, Education/Pastoral Ministry, and Counseling/Pastoral Ministry*

Curriculum & Instruction/Law: M.Ed./J.D.  
Educational Administration/Law: M.Ed./J.D.  
Educational Administration/Pastoral Ministry: M.Ed./M.A.  
Higher Education/Law: M.A./J.D.  
Higher Education/Management: M.A./M.B.A.  
Counseling/Pastoral Ministry: M.A./M.A.

### *Faculty*

**Albert Beaton**, *Professor Emeritus*; B.S., State Teacher's College at Boston; M.Ed., Ed.D., Harvard University  
**John S. Dacey**, *Professor Emeritus*; A.B., Harpur College; M.Ed., Ph.D., Cornell University  
**George F. Madaus**, *Professor Emeritus*; B.S., College of the Holy Cross; M.Ed., State College of Worcester; D.Ed., Boston College  
**Vincent C. Nuccio**, *Professor Emeritus*; A.B., Boston College; M.E., Ed.D., Cornell University  
**Bernard A. O'Brien**, *Professor Emeritus*; A.B., Boston College; A.M., Ph.D., Catholic University of America  
**Edward J. Power**, *Professor Emeritus*; B.A., St. John's University; M.S., Ph.D., University of Notre Dame  
**John Savage**, *Professor Emeritus*; A.B., Iona College; Ed.D., Boston University  
**Charles F. Smith, Jr.**, *Professor Emeritus*; B.S., Bowling Green State University; M.S., Kent State University; C.A.S., Harvard University; Ed.D., Michigan State University  
**John Travers**, *Professor Emeritus*; B.S., M.Ed., Ed.D., Boston College  
**Mary Griffin**, *Associate Professor Emerita*; B.A., Mundelein College; M.A., Ph.D., University of Chicago  
**Irving Hurwitz**, *Associate Professor Emeritus*; A.B., Ph.D., Clark University  
**Jean Mooney**, *Associate Professor Emerita*; A.B., Smith College; A.M., Stanford University; Ph.D., Boston College  
**Edward B. Smith**, *Associate Professor Emeritus*; A.B., M.A., Loyola University; Ph.D., University of Chicago

**Peter W. Airasian**, *Professor*; A.B., Harvard University; A.M., Ph.D., University of Chicago

**Philip Altbach**, *Monan Professor*; A.B., A.M., Ph.D., University of Chicago

**Irwin Blumer**, *Research Professor and Chairperson*; B.S., M.A., Northeastern University; D.Ed., Boston College

**David Blustein**, *Professor*; B.A., SUNY Stony Brook; M.S., CUNY Queens College; Ph.D., Teachers College, Columbia University

**María Brisk**, *Professor*; B.A., Universidad de Cordoba, Argentina; M.S., Georgetown University; Ph.D., University of New Mexico

**M. Beth Casey**, *Professor*; A.B., University of Michigan; A.M., Ph.D., Brown University

**Marilyn Cochran-Smith**, *John E. Cawthorne Professor*; B.A., College of Wooster; M.Ed., Cleveland State University; Ph.D., University of Pennsylvania

**David Dickinson**, *Professor*; B.A., Oberlin; Ed.M., Temple University; Ed.D., Harvard University

**Curt Dudley-Marling**, *Professor*; B.A., M.Ed., University of Cincinnati; Ph.D., University of Wisconsin at Madison

**Walter M. Haney**, *Professor*; B.S., Michigan State University; Ed.M., Ed.D., Harvard University

**Andrew Hargreaves**, *Thomas More Brennan Professor*; B.A., University of Sheffield; Ph.D., University of Leeds

**Penny Hauser-Cram**, *Professor*; B.S., Denison University; M.A., Tufts University; Ed.D., Harvard University

**Janet Helms**, *Augustus Long Professor*; B.A., Ed.M., University of Missouri; Ph.D., Iowa State University

**Maureen E. Kenny**, *Professor*; B.A., Brown University; Ph.D., University of Pennsylvania

**George T. Ladd**, *Professor*; B.S., State University College at Oswego; M.A.T., D.Ed., Indiana University

**Jacqueline Lerner**, *Professor*; B.A., St. John's University; M.S., Eastern Michigan University; Ph.D., Pennsylvania State University

**Joan Lucariello**, *Professor*; B.A., Manhattanville College; Ph.D., University of New York

**Larry Ludlow**, *Professor and Chairperson*; B.A., M.A., California State University; Ph.D., University of Chicago

**M. Brinton Lykes**, *Professor*; B.A., Hollins College; M.Div., Harvard University; Ph.D., Boston College

**Michael Martin**, *Research Professor*; B.A., University College Cork; M.Sc., Trinity College Dublin; Ph.D., University College Dublin

**Ina Mullis**, *Professor*; B.A., Ph.D., University of Colorado

**Gerald J. Pine**, *Professor*; A.B., M.Ed., Boston College; Ph.D., Boston University

**Diana C. Pullin**, *Professor*; B.A., Grinnell College; M.A., J.D., Ph.D., University of Iowa

**Dennis Shirley**, *Professor*; B.A., University of Virginia; M.A., New School for Social Research; Ed.D., Harvard University

**Robert Starratt**, *Professor*; B.A., M.A., Boston College; M.Ed., Harvard University; Ed.D., University of Illinois

**Mary E. Walsh**, *Daniel E. Kearns Professor*; B.A., Catholic University; M.A., Ph.D., Clark University

**Elizabeth Twomey**, *Adjunct Professor*; B.A., Emmanuel College; M.Ed., Salem State College; Ed.D., Boston College

**Lillie Albert**, *Associate Professor*; B.A., Dillard University; M.A., Xavier University; Ph.D., University of Illinois, Urbana

## EDUCATION

**Karen Arnold**, *Associate Professor*; B.A., B.Mus., Oberlin College; M.A., Ph.D., University of Illinois

**Rebekah Levine Coley**, *Associate Professor*; B.A., Brandeis University; Ph.D., University of Michigan

**Audrey Friedman**, *Associate Professor and Chairperson*; B.S., University of Massachusetts, Amherst; M.S., University of Pennsylvania; M.A., University of Massachusetts, Boston; Ph.D., Boston College

**Lisa Goodman**, *Associate Professor*; B.A., Wesleyan; M.A., Ph.D., Boston University

**Richard M. Jackson**, *Associate Professor*; A.B., American International College; Ed.M., Harvard University; Ed.D., Columbia University

**James R. Mahalik**, *Associate Professor*; B.S., M.A., Ph.D., University of Maryland

**Ana M. Martínez Alemán**, *Associate Professor*; B.A., M.A., State University of New York, Binghamton; Ph.D., University of Massachusetts, Amherst

**Patrick McQuillan**, *Associate Professor*; A.B., A.M., Wesleyan University; Ph.D., Brown University

**Joseph M. O'Keefe, S.J.**, *Associate Professor and Dean*; B.A., College of the Holy Cross; M.A., Fordham University; M.Div., STL, Weston School of Theology; M.Ed., Ed.D., Harvard University

**Alec F. Peck**, *Associate Professor*; B.A., University of San Francisco; M.S., Ph.D., Pennsylvania State University

**Joseph J. Pedulla**, *Associate Professor*; B.S., Tufts University; M.S., Ph.D., Northeastern University; Ph.D., Boston College

**Michael Russell**, *Associate Professor*; B.A., Brown University; M.Ed., Ph.D., Boston College

**David Scanlon**, *Associate Professor*; B.A., M.O.E., University of New Hampshire; Ph.D., University of Arizona

**Michael Schiro**, *Associate Professor*; B.S., Tufts University; M.A.T., D.Ed., Harvard University

**Elizabeth Sparks**, *Associate Professor and Chairperson*; B.A., Wellesley College; M.Ed., Columbia University; Ph.D., Boston College

**Ted I.K. Youn**, *Associate Professor*; B.A., Denison University; M.A., M.Phil., Ph.D., Yale University

**Philip DiMattia**, *Adjunct Associate Professor*; B.S., M.Ed., Ph.D., Boston College

**G. Michael Barnett**, *Assistant Professor*; B.S., University of Kentucky; M.S., Ph.D., Indiana University

**Damien Betebenner**, *Assistant Professor*; B.A., M.S., Ph.D., University of Wyoming; Ph.D., University of Colorado

**Susan Bruce**, *Assistant Professor*; A.A., B.A., M.A., Ph.D., Michigan State University

**Sean P. Buckley**, *Assistant Professor*; A.B., Harvard University; M.A., Ph.D., SUNY Stony Brook

**Kevin Duffy**, *Assistant Professor*; B.A., Cathedral College; M.S., Fordham University; Ph.D., Boston College

**Janice Jackson**, *Assistant Professor*; B.A., Marquette University; M.S., Harvard University; M.S., University of Wisconsin at Milwaukee; M.Th., Xavier University of Louisiana; Ph.D., Harvard University

**Belle Liang**, *Assistant Professor*; B.S., Indiana University; Ph.D., Michigan State University

**Guenda Nicolas**, *Assistant Professor*; B.A., Rutgers, State University of New Jersey; M.A., Fairleigh Dickinson University; Ph.D., Boston University

**Mariela Paez**, *Assistant Professor*; B.S., Cornell University; M.A., Tufts University; M.Ed., Ed.D., Harvard University

**Claudia Rinaldi**, *Assistant Professor*; B.A., M.S.Ed., Ph.D., University of Miami

**Lisa Patel Stevens**, *Assistant Professor*; B.J., University of Nebraska-Lincoln; M.Ed., University of San Diego; Ph.D., University of Nevada, Las Vegas

**Marina Vasilyeva**, *Assistant Professor*; B.A., University of Krasnoyarsk, Russia; Ph.D., University of Chicago

**Michele Montavon**, *Adjunct Assistant Professor*; B.S., St. Xavier College; M.P.H., Johns Hopkins University; C.A.E.S., Harvard University; Ed.D., Teachers College, Columbia University

**Robert Romano**, *Adjunct Assistant Professor*; B.A., M.A., St. Joseph's College; M.S., Siena College; Ed.D., Boston University

### Undergraduate Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at <http://www.bc.edu/courses/>.

#### PY 030 Child Growth and Development (Fall/Spring: 3) Satisfies Social Sciences Core Requirement

First part of a 2-course sequence (PY 030-PY 031) designed to introduce students to the multiple dimensions of child development and the place of education in promoting healthy development for all children. This course acquaints students with multiple processes of child development, including physical, social, cognitive, linguistic, and emotional development from birth through adolescence. Both typical and atypical patterns of development will be examined. Discusses and analyzes classic theories, contemporary issues, and key research in child development in view of their application to educational and other applied settings.

*The Department*

#### PY 031 Family, School, and Society (Spring: 3)

*Prerequisite:* PY 030

**Satisfies Cultural Diversity Core Requirement**

**Satisfies Social Sciences Core Requirement**

Second part of a 2-course sequence (PY 030-PY 031) that introduces students to the multiple dimensions of child development and the place of education in promoting healthy development for all children. This course considers the social and cultural contexts that shape developmental and educational processes. Focuses on understanding the nature of contemporary social problems, including, racism, sexism, ethnic prejudice, poverty, and violence, as they affect children, families, and schooling. Emphasizes special role of education in linking community resources for an integrated approach to serving children and families.

*The Department*

#### PY 032 Psychology of Learning (Fall/Spring: 3)

Discusses classic and contemporary theories of learning and of cognitive development and theories of the relation between learning and cognitive development. Also looks at major studies with children. Compares and contrasts theories along key dimensions on which they vary. Addresses issues and questions that include: is the environment or our biological endowment and innate knowledge responsible for our learning, are babies born with a lot of knowledge or must all cognition develop from scratch, does development precede learning ("readiness" to learn). Also looks at role of motivational factors, and discusses practical applications of theory and research.

*Joan Lucariello*

**ED 039 Learning and Curriculum in the Elementary School (Fall/Spring: 3)**

**Students must be registered for ED 151 and arrange their schedules to be on site in a school Tuesday or Thursday.**

Introduces students to profession of education and roles of teachers. Provides understanding of contexts in which education is delivered in multicultural settings and opportunity to gain knowledge and experience about interpersonal, observational, and organization skills that underlie teaching. Faculty and students work together throughout the course to examine students' commitment to and readiness for a career as a teacher. Introduces essentials of curriculum, teaching, and managing classrooms at elementary (K-6) level and links them to major learning theories for children. Views curriculum, instruction, management, and learning theory from perspectives of current school reform movement and social/cultural changes affecting elementary classrooms and schools.

*Janice Jackson*

**PY 041 Adolescent Psychology (Fall/Spring: 3)**

Introduces the psychology and problems of the adolescent years. Discusses biological changes, cultural influences, the identity crisis, educational needs, and adult and peer relationships. Consideration will be given to the impact that rapid cultural change has on youth. Also discusses adolescence in other cultures to provide a better perspective on American youth.

*The Department*

**ED 044 Working with Special Needs Students (Fall: 3)**

Introduces pre-service teachers to the wide range of diversity that exists across today's general school population and to the increased professional demands this diversity makes upon teachers. Beginning with an understanding of the special education services mandated by federal and state regulations, discusses the "least restrictive environment" concept. Describes the roles of regular and special education teachers in evaluating students and in developing appropriate curriculum accommodations.

*Richard Jackson*

**ED 060 Classroom Assessment (Fall/Spring: 3)**

Stresses the assessment concerns of classroom teachers. Presents the roles of assessment in organizing students, planning and conducting instruction, determining student learning, and judging the quality of varied assessment techniques. Students will acquire skills in formal assessment, objective writing, test item writing and scoring, alternative assessment procedures, grading, and standardized test interpretation. A special section for special education students presents techniques used in the development and implementation of individualized educational plans (IEPs) for students with special needs. Distinguishes between assessment practices aimed at establishing legal eligibility for services and assessment for useful instructional planning.

*The Department*

**ED 100 Professional Development Seminar for Freshmen (Fall: 1)**

**Designed as a continuation of orientation. Mandatory for all freshmen.**

Both faculty advisors and peer advisors address specific topics relative to college requirements, available programs, and career possibilities, as well as college life and social issues. Both group and individual sessions are scheduled.

*John Cawthorne*

**ED 101 Teaching Language Arts (Fall/Spring: 3)**

Examines development of written and spoken language and methods of instruction for oral and written language from the pre-

school years through early adolescence. Students become familiar with approaches to teaching writing and supporting language, and learn strategies for identifying children's areas of strengths and weaknesses and to plan instruction. Addresses needs of children from non-English-speaking homes. Expects students to spend at least 16 hours distributed across at least eight sessions in a classroom or other setting where they can work with one or more children.

*The Department*

**ED 104 Teaching Reading (Spring: 3)**

Examines reading development from preschool through early adolescence from a variety of instructional perspectives. Students gain understanding of major theoretical perspectives on reading and its development and learn a variety of strategies for teaching reading. Discusses children's literature and teaches strategies for using literature as part of an instructional program. Expects students to spend at least 16 hours distributed across at least eight sessions in a classroom or other setting where they can work with one or more children.

*The Department*

**ED 105 Teaching the Social Sciences and the Arts (Fall/Spring: 3)**

Explores major theories and practices of teaching the social sciences and the arts at the elementary and middle school levels, paying particular attention to the hidden curriculum aspects of most programs. Demonstrates the use of original sources, development of critical thinking, and use of inquiry learning.

*The Department*

**ED 108 Teaching Mathematics and Technology (Fall/Spring: 3)**

Presents methods and materials useful in teaching mathematics to elementary school children and different ways in which technology can be used in the elementary school classroom. Considers the teaching of mathematics and use of technology from both theoretical and practical perspectives. Includes a laboratory experience each week.

*The Department*

**PY 114 Teaching Process and Content in Early Education (Spring: 3)**

**Cross Listed with ED 316**

This course addresses early education teaching methods with a focus on careful design and implementation of teaching strategies and curriculum. Students will participate in a seminar at Boston College plus a one-day-a-week field practicum. Students will have concrete experiences in acquiring teaching strategies that develop critical thinking skills in children. They will be videotaped using these strategies. Workshops on curriculum areas applicable to the learning environments of young children will be presented in the seminar, including such areas as the arts, communication skills, health and physical education.

*The Department*

**ED 115 Curriculum and Models in Early Education (Fall: 3)**

Focuses both on models of early childhood education and on their implementation through design of programs and materials. Reviews and discusses models and methods useful for inclusion, early intervention, child care, and parent involvement. A general theme is the ways in which different models provide for the individual, social, and cultural differences that young children bring to the learning environment.

*The Department*

**ED 117 Language and Beginning Language Arts (Fall: 3)**

Examines young children's spoken and written language development. Describes materials and activities that support young children's (birth to grade 3) language and literacy development. Offers a critical

view of children's developing reading and writing abilities with special emphasis on developmentally appropriate programs. Topics include teaching phonemic awareness, systematic assessment of learning, and integrating literature.

*The Department*

**PY 147 Early Childhood Development and Learning (Fall: 3)**

Focuses on the development and learning of the child from birth to seven years of age. Emphasizes an in-depth understanding of the young child and on the ability to apply this knowledge to a learning environment.

*The Department*

**ED 151 Pre-Practicum for Lynch School Students (Fall/Spring: 1)**

*Corequisites:* ED 039, ED 101, ED 105, ED 108, ED 109, ED 114, ED 115, ED 117, or PY 147

**For Lynch School undergraduate students only. Graded as Pass/Fail.**

A one-day-a-week practicum for Lynch School sophomores and juniors majoring in early childhood, elementary, and secondary education. Placements are made in selected school and teaching-related sites. Apply to the Office of Professional Practicum Experiences during the semester preceding the placement by April 15 for fall placements and December 1 for spring placements.

*Carol Pelletier*

**PY 152 Human Development Practicum (Fall/Spring: 3)**

Provides an introduction to various fields within human and community service. Students volunteer for 8-10 hours per week at a site selected with the assistance of the instructor and meet in a weekly seminar, keep a journal of their field experience, and complete reading and written assignments that integrate theory and practice.

*The Department*

**ED 198 Readings and Research (Fall/Spring: 3)**

Provides a student the opportunity to do guided readings under the supervision of a professor. Research project must be approved one month before the beginning of the course by the instructor, department chair, and associate dean.

**ED 199 Independent Study in Education (Fall/Spring/Summer: 3)**

Provides a student independent research opportunities under the guidance of an instructor. Research project must be approved one month before the beginning of the course by the instructor, department chair, and associate dean.

**ED 201 Classroom Management: Children With Special Needs (Fall: 3)**

Focuses on observation and description of learning behaviors, with emphasis on examining the relationship of teacher behavior and student motivation. Prepares teachers in analyzing behavior in the context of a regular classroom setting that serves moderate special needs students and to select, organize, plan, and promote developmentally appropriate behavior management strategies that support positive learning. Also considers theoretical models of discipline and classroom management strategies, and requires students to propose and develop a rationale for selection of specific techniques for a specific set of circumstances.

*The Department*

**ED 208 Educational Strategies: Children with Special Needs (Spring: 3)**

This course views the special needs student as one who must become increasingly independent as a learner and as an individual. It views the teacher as one who is able to construct learning environments in which students acquire and generalize many of the problem-solving strategies that are needed for independent learning. Students in this course will develop a strategic instructional rationale and demonstrate entry level skills in using explicit instructional approaches for the delivery of strategic instruction to children with special needs.

*The Department*

**ED 211 Secondary Curriculum and Instruction (Fall/Spring: 3)**

Provides an introduction to secondary teaching practices as well as an overview of the history and structure of secondary schools. Topics include curriculum theory and development, interdisciplinary teaching, teaching students with diverse learning abilities, application of educational research, assessment, national standards, and alternative models for secondary schools. Focuses on the role of the teacher in secondary education reform.

*The Department*

**PY 216 Research Methods and Analyses (Fall/Spring: 3)**

Prepares professionals in the fields of human development and education to understand, design, and conduct preliminary analyses of research investigations related to applied topics. Provides students with necessary strategies and techniques to read and evaluate research studies. Students will learn fundamental concepts of research design and basic statistical procedures for analyzing data. Emphasizes understanding the basic concepts underlying different approaches to research design and analysis. Highlights research examples from the fields of human development, human services, and education.

*The Department*

**PY 230 Abnormal Psychology (Fall/Spring: 3)**

*Prerequisite:* PY 242

Provides overview of theoretical models and phenomenology currently defining the field of abnormal psychology, focusing particularly on socio-cultural contributions to conceptualizations of mental illness and distress. First half of course reviews and critiques current constructions of the nature of mental illness, as well as classification, assessment, and treatment of mental illness. Second half highlights specific forms of mental illness, with attention to the causes and subjective experience of psychopathology.

*Lisa Goodman*

**ED 231 Senior Seminar in Early Childhood Education (Fall: 3)**

Capstone seminar, taken concurrently with the Practicum, provides students with an opportunity to reflect systematically on classroom experiences. Students identify a problem related to their field experiences and design and conduct an inquiry project to explore the issue. They will relate it to the relevant literature in the area. Students will experience the role of reflective practitioner, and, as a result, learn how better to address student needs. Class discusses ways to help diverse students at different developmental levels learn and explores how better to achieve social justice in the classroom, school, and community.

*The Department*

**ED 234 Senior Seminar in Elementary and Moderate Special Needs (Fall: 3)**

See ED 231 for course description.

**ED 235 Senior Seminar in Elementary and Intensive Special Needs (Fall: 3)**

See ED 231 for course description.

**PY 241 Interpersonal Relations (Fall/Spring: 3)**

*Prerequisite:* PY 242

Provides an opportunity to learn a developmental and systems perspective on the nature of family and interpersonal relations. Examines both the nature of interpersonal relations and some of the conditions in contemporary life that are shaping the quality of these relationships. Gives particular emphasis to understanding the self, family life, emotions, and conflicts in field research. Views the concept of interpersonal relations from historical, multicultural, gender, and developmental perspectives.

*The Department*

**PY 242 Personality Theories: Behavior in Context (Fall/Spring: 3)**

*Prerequisites:* PY 030, PY 031

Introduces major theories of personality as developed by Western psychologists. Examines selected critiques of these theories with particular attention to culture, gender, and social context as key variables in understanding character and personality.

*The Department*

**PY 243 Counseling Theories (Fall/Spring: 3)**

*Prerequisites:* PY 241, PY 242

**Open to majors in Human Development only.**

This senior year course gives an introduction to the various theories of counseling.

*The Department*

**PY 244 Adult Psychology (Fall/Spring: 3)**

*Prerequisites:* PY 030, PY 031, PY 041, or permission of the instructor

Explores theories and research on development across early, middle, and late adulthood and offers numerous opportunities for reflection on one's own development as an adult. Also provides insights into application of adult psychology to real life situations and is especially helpful to those who wish to work in or with adult populations.

*The Department*

**PY 245 Human Development Senior Practicum (Fall/Spring: 3)**

**Open only to seniors majoring in Human Development.**

Students meet once a week to discuss their required field work (8-10 hours per week) and to relate their field work to theories, research, and applications studied throughout their Human Development program. Participants will explore strategies for translating this knowledge and experience into resources that enable them to identify future career options. In addition, students will be required to research the current literature on one aspect of their field work.

*The Department*

**PY 248 Gender Roles (Spring: 3)**

This course examines social, educational, and familial influences that differentially affect the personality, cognitive, and affective development of males and females. Special attention will be given to how gender, race, and social class interact, and how education and social service systems may be structured to maximize achievement of the potential of both males and females.

*The Department*

**ED 250 Practicum for Lynch School Students (Fall/Spring: 12)**

*Prerequisites:* A 2.5 grade point average and successful completion of all required pre-practicum field assignments and courses

*Corequisites:* ED 231, ED 232, ED 233, ED 234, or ED 235

**For Lynch School undergraduate students only**

Semester-long practicum experience (300+ clock hours), five full days per week, for Lynch School seniors majoring in education. Placements are made in selected local, out-of-state, international schools, or non-school sites. Apply to the Office of Professional Practicum Experiences during the semester preceding the placement by March 15 for fall placements and by October 15 for spring placements.

**ED 255 Seminar: International/Out-of-State Program (Fall/Spring: 3)**

*Prerequisite:* Department permission

For students who have completed a semester of student teaching abroad or in certain U.S. locations. Students lead seminars on the culture of overseas, Native American reservation and other sites with students selected to participate in the International/Out-of-State program for the following year.

**ED 269 Extended Practicum (Fall/Spring: 3)**

**For students who have advance approval to continue practica. Apply to the Office of Professional Practicum Experiences.**

**ED 274 Alcohol and Other Drugs (Fall/Spring: 3)**

Deal with facts and myths about alcohol and other related drugs, sociocultural aspects of American drinking patterns, concept of alcoholism as an illness, and impact of alcoholism as a family illness on children and adolescents. Also provides an opportunity for participants to become aware of their own attitudes toward alcohol and alcoholism and to help develop responsible decision making.

*The Department*

**ED 275 Human Sexuality (Fall: 3)**

Topics of major interest in this course are anatomy and physiology essential to the understanding of development, reproduction, contraception, sexually transmitted diseases, AIDS, abortion, and sexual development and identity. Examines current trends in sexual mores, the role of sex in relationships, and the role of sex in society. Informs students about sexuality and sexual behavior, to help them learn to deal with the general topic with comfort and perspective.

*The Department*

**ED 277 Nutrition, Physical Fitness, and Weight Control (Fall: 3)**

Examines principles of nutrition, energy, body composition, and physical activity, and their relationship to weight control and physiological conditioning.

*The Department*

**ED 278 Wellness and Health: Diagnosis and Planning (Spring: 3)**

This course will examine acquired knowledge and attitudes pertaining to wellness/health maintenance and their effect on individual decision-making in one's life. Clinical, community agencies, and school health education models will be diagnosed to determine their effects on the social, cultural, and psychological foundations of wellness/health.

*The Department*

**PY 281 Child in Society (Spring: 3)**

**The course should be taken in the senior year.**

**Open to majors in Child and Society only.**

This course provides an integration of knowledge and concepts acquired through other courses selected as part of the interdisciplinary

major in Child and Society. Discussions will center on themes or problems relating to the child in the context of the family, the community, and the culture, viewed from a variety of social science perspectives.

*The Department*

### **ED 286 Honors Thesis I (Fall: 3)**

**Open only to students who are candidates for Latin honors.**

Students who have the approval of the Dean to write an honors thesis will use this course as the credit vehicle for writing the thesis.

### **ED 290 Number Theory for Teachers (Fall: 3)**

**Cross Listed with MT 290**

Focuses on the wealth of topics that relate specifically to the natural numbers. These will be treated as motivational problems to be used in an activity-oriented approach to mathematics in grades K-9. Demonstrates effective ways to use the calculator and computer in mathematics education. Topics include prime number facts and conjectures, magic squares, Pascal's triangle, Fibonacci numbers, modular arithmetic, and mathematical art.

*Margaret Kenney*

### **ED 291 Geometry for Teachers (Spring: 3)**

**Cross Listed with MT 291**

This course is intended to fill a basic need of all teachers of grades K-9. The course will treat geometry content, but ideas for presenting geometry as an activity-based program will be stressed. Topics to be covered include: geoboard and other key manipulatives, elements of motion and Euclidean geometry, and suggestions for using Logo as a tool to enhance teaching and learning geometry.

*Margaret Kenney*

### **ED 347 Honors Thesis II (Fall/Spring: 3)**

**Open only to students who are candidates for Latin honors**

Students who have the approval of the dean to write an honors thesis will use this course as the credit vehicle for writing the thesis.

## ***Undergraduate and Graduate Course Offerings***

### **ED 128 Computer Applications for Educators (Fall: 3)**

**This is not a course in computer programming.**

Examines different types of computer programs to help educators learn how to evaluate and select computer software and instructional technology tools. The software examined include drill and practice, tutorial simulations, education games, databases, spreadsheets, and data gathering programs. Examines classroom management techniques and various instructional technology tools including CD ROM technology, laser disk technology, and telecommunications.

*The Department*

### **ED 300 Secondary and Middle School Science Methods (Fall: 3)**

*Corequisite:* ED 258 or ED 429

Provides an active, instructional environment for science learning that enables each student to construct knowledge (skill, affective, and cognitive) that, in turn, allows them to be prepared to construct instructional environments meeting the needs of tomorrow's secondary and middle school students. Activities reflect on current research: reform movements of AAAS, NRC, NSTA, inclusionary practices, interactions with experienced teachers, firsthand experience with instructional technology, and review and development of curriculum and related instructional materials.

*The Department*

### **ED 301 Secondary and Middle School History Methods (Fall: 3)**

*Corequisite:* ED 258 or ED 429

Demonstrates methods for organizing instruction, using original sources, developing critical thinking, facilitating inquiry learning, integrating social studies, and evaluation. Requires students to develop and present sample lessons and units, and includes substantial field work.

*The Department*

### **ED 302 Secondary and Middle School English Methods (Fall: 3)**

*Corequisite:* ED 258 or ED 429

Develops knowledge, skills, dispositions essential for competent understanding, development, and delivery of effective English Language Arts instruction in a diverse classroom. Addresses theory, pedagogy, assessment, evaluation, content, and curriculum, as well as sensitivity to and respect for adolescents who come from variety of cultures and present variety of abilities, interests, needs. Also provides knowledge of local, state, and national standards and facility to help students reach those standards through competent instruction. Encourages risk-taking, experimentation, and flexibility. Good teaching demands open-mindedness, articulate communications skills (critical reading and thinking skills, willingness to revise, dedication to high standards, and commitment to social justice.

*Audrey Friedman*

### **ED 303 Secondary and Middle School Foreign Language Methods (Fall: 3)**

*Corequisite:* ED 258 or ED 429

**Cross Listed with RL 597**

**Fulfills Massachusetts licensure requirement methods in foreign language education.**

For anyone considering the possibility of teaching a foreign language. Introduces students to techniques of second language teaching at any level. Students learn how to evaluate language proficiency, organize a communication course, review language-teaching materials, and incorporate audiovisual and electronic media in the classroom.

*The Department*

### **ED 304 Secondary and Middle School Mathematics Methods (Fall: 3)**

*Corequisite:* ED 258 or ED 429

Provides prospective teachers with a repertoire of pedagogical methods, approaches, and strategies for teaching mathematics to middle school and high school students. Considers the teaching of mathematics and the use of technology from both the theoretical and practical perspectives. Includes topics regarding performance-based assessment and culturally relevant practices for teaching mathematics in academically diverse classrooms.

*The Department*

### **ED 307 Teachers and Educational Reform (Spring: 3)**

**Graduate students by permission only.**

Examines the literature on reform of education, focusing on the role of teachers in the reform literature and the implications of reform for teaching. It will examine the role of teachers in restructuring, school-based management, assessment, accountability, and delivery of instruction. Each student will be expected to take a particular issue related to school reform and research it in-depth.

*Walter Haney*

**ED 316 Teaching Process and Content in Early Education (Spring: 3)****Cross Listed with PY 114**

See course description under PY 114.

*The Department***ED 323 Reading and Special Needs Instruction for Secondary and Middle School Students (Spring: 3)**

Develops knowledge of the reading process and how to “teach reading in the content areas.” Students will develop curriculum and instruction that integrates reading instruction in the content areas and addressing diverse learners. Involves understanding relationship among assessment, evaluation, and curriculum; learning what and how to teach based on student assessments; developing and providing scaffolded instruction that addresses reading comprehension and critical thinking; and integrating reading, writing, speaking, listening, and thinking into content curriculum. Also addresses how to help students comprehend non-printed text.

*Audrey Friedman***ED 343 Reform and Innovation in the Middle School (Spring/Summer: 3)**

In this course students will examine current models of reform and innovation in American middle schools, as well as contemporary issues regarding young adolescents. Topics include the role of the teacher, academic preparation, student centered teaching, middle school curriculum, model and magnet schools, interdisciplinary teaching, block scheduling, and community and supportive services.

*The Department***ED 346 Teaching Bilingual Students (Fall/Spring: 3)**

Deals practically with instruction of bilingual learners in bilingual, ESL (English as a Second Language), Sheltered English Immersion, and mainstream classrooms. Reviews and applies literacy and content area instructional approaches. Includes such other topics as history and legislation related to ESL and bilingual education, and the influences of language and culture on students, instruction, curriculum, and assessment.

*Maria Brisk**Annie Homza***PY 348 Culture, Community, and Change (Spring: 3)**

This course will discuss how human development is understood and enhanced through envisioning, enacting, and evaluating community-based programs aimed at the promotion of positive changes in the lives of individuals and families. It will discuss theoretical models that explain human development as deriving from systemic relationships between diverse individuals and their complex and changing cultural and ecological contexts. The course considers the role of outreach scholarship in building effective and sustainable community-based programs.

*The Department***ED 349 Sociology of Education (Spring: 3)**

This course presents a variety of sociological perspectives of schooling by reviewing contemporary debates in the sociology of education. Schooling reproduces cultural values and transmits cultural norms over generations. Such actions may be examined by analyzing the occupational culture of teaching, the social organization of schools, the linguistic codes, and the reproductive process of social class.

*Ted I.K. Youn***ED 363 Survey of Children's Literature (Fall/Spring: 3)**

This course provides an overview of children's literature including characteristics and examples of picture books, poetry, realistic fiction, historical fiction, fantasy, traditional literature, and nonfiction. Learning to appreciate literary elements and critiquing children's literature are emphasized. Controversial issues related to literature selection are addressed.

*The Department***ED 374 Management of the Behavior of Students with Special Needs (Fall/Summer: 3)**

Following discussion about the diagnosis and functional analysis of social behaviors, places substantial emphasis on the practical application of applied behavior analysis techniques. Also discusses alternative management strategies for use in classrooms.

*Alec Peck***ED 384 Teaching Strategies for Students with Low Incidence Multiple Disabilities (Spring: 3)****Pre-practicum required (25 hours)**

This course is designed to assist the special educator in acquiring and developing both the background knowledge and practical skills involved in teaching individuals who have severe or multiple disabilities. The areas of systematic instruction, communication, gross motor, fine motor, community and school functioning, collaboration, functional and age-appropriate programming are emphasized. The role of the educator as developer of curriculum, instructor, and in the transdisciplinary team are included. The students should be prepared to participate in a one-day-per-week field placement.

*The Department***ED 386 Introduction to Sign Language and Deafness (Fall/Spring: 3)**

A course in the techniques of manual communication with an exploration of the use of body language and natural postures, finger-spelling, and American Sign Language. Theoretical foundations of total communication will be investigated. Issues related to deafness are also presented.

*The Department***ED 387 Intermediate Sign Language and Deafness (Spring: 3)***Prerequisite:* ED 386 or the equivalent

This course is an intermediate level course in the techniques of manual communication with a continued exploration of the use of body language and natural postures, finger spelling, and American Sign Language. Theoretical foundations of total communication will be investigated more deeply. Issues related to deafness are also presented.

*The Department***ED 389 Assessment of Students with Low Incidence and Multiple Disabilities (Fall: 3)****Pre-practicum required (25 hours)**

The assessment process, assessment tools including norm-referenced and criterion-referenced devices for students with severe disabilities, collaborative teaming, student-centered instructional planning, and systematic decision-making will be the primary focus of this course. Observation schedules, functional assessments, and environmental inventories are addressed as well. The relationship of the individual education plan (IEP) to the assessment process is stressed. Substantial fieldwork is required for this course.

*The Department*

**ED 397 Independent Study: Fifth Year Program (Fall/Spring: 3)**

This course is open to students in the Fifth Year Program only.

**PY 397 Social Issues and Social Policy (Spring: 3)**

This course focuses on current controversies in social issues pertaining to human development and on the policies oriented to respond to those issues. Social policy at local, state, and federal levels will be discussed in relation to selected issues involving children, adolescents, and families. The course provides a framework for considering and analyzing policy issues.

*The Department*

**ED 398 Working with Families and Human Service Agencies (Fall: 3)  
Pre-practicum required (25 hours)**

Explores the dynamics of families of children with special needs and the service environment that lies outside the school. After exploring the impact a child with special needs may have on a family, including the stages of acceptance and the roles that parents may take, focuses on some of the services available in the community to assist the family. A major activity associated with this course is locating these services in a local community.

*Alec Peck*

**ED 628 Computer Applications for Educators (Fall/Summer: 3)**

Explores the role of emerging technologies in the context of schools. Course is theoretically grounded in the Project-Based Learning literature. Assignments are hands-on, with emphasis placed on producing tangible artifacts that will serve a practical need. Specifically, students will develop PowerPoint presentations to evaluate educational software and web-based curricular materials. Also, each student will develop a website featuring his or her teaching portfolio. Course appropriate for all computer skill levels.

*Thomas Keating*

### *Graduate Course Offerings*

**ED 407 Secondary Curriculum and Instruction  
(Fall/Spring/Summer: 3)**

Designed to introduce prospective secondary teachers to the complexities of the work of secondary school teachers within specific, diverse communities; the historical development of the secondary schools and their curriculum and the controversies that continue to affect their development; the research base for developing, implementing, and evaluating effective teaching and assessment methods for a variety of learners in diverse settings; and a process of critically and continuously reflecting on how teacher's beliefs, attitudes, and experiences affect their teaching.

*The Department*

**ED 411 Teaching Learning Strategies to Low Achieving Students  
(Summer: 3)**

A one-week summer institute designed for teachers of grades 3 through post-secondary school, special educators, reading specialists, speech pathologists, Chapter 1 teachers, and adjustment counselors. Focuses on learning strategies and instructional procedures that promote active and independent learning for all students, especially those who are low-achieving.

*Jean Mooney*

**ED 413 Models and Methods in Early Childhood Education  
(Spring: 3)**

Presents and discusses the major models of early childhood education, including the Montessori Method, the Developmental-

Interaction Approach, Direct Teaching, and Piaget-based models. Reviews and discusses models and methods useful for inclusion, early intervention, child care, and parent involvement. Focuses on the ways in which different models address the individual, social, and cultural differences that young children bring to the learning environment.

*The Department*

**PY 415 The Psychology of Adolescence (Spring: 3)**

Provides an overview of the central development issues of adolescence and current research therein. Discusses biological, social, and cognitive changes, as well as issues of autonomy, identity, and sexuality. Also focuses on central relationships and contexts, such as families, peers, schools, and neighborhoods. Includes theoretical, empirical, and case study readings.

*The Department*

**PY 416 Child Psychology (Fall: 3)**

Child development is presented as a continuous, complex process involving the interaction of a biological organism with its physical, psychological, and social environment. Typically, the school-aged child is discussed within the framework of contemporary theories of child growth.

*The Department*

**PY 417 Adult Psychology (Fall: 3)**

This course examines life cycle theory, psychological needs, physiology, interpersonal relations, androgyny, sex roles and sexuality, vocational needs, family life, integrity, aging, and facing death realistically.

*John Dacey*

**PY 418 Applied Developmental Psychology: Emphasis on Child  
(Fall/Spring: 3)**

Will help teachers understand principles of learning and cognitive, linguistic, social, and affective development as they apply to classroom practices. Will focus on the acquisition of strategies that enable teachers to assess and understand how they and their students are constructors of meaning. Designed for individuals beginning their professional development in education who plan to work with children.

*The Department*

**ED 420 Initial License Practicum (Fall/Spring: 6)**

A semester-long provisional practicum, five full days per week, for graduate students in the following licensure programs: Early Childhood, Elementary, Secondary, Reading, Moderate Special Needs, Intense Special Needs, and Vision. Placements are made in selected area, international, out-of-state, or non-school sites. This course is usually taken in combination with a clinical experience for standard licensure. Apply to the Office of Professional Practicum Experiences during the semester preceding the placement—by March 15 for fall placements and by October 15 for spring placements.

**ED 421 Theories of Instruction (Spring: 3)**

This provides an in-depth review of modern instructional models classified into selected families with regard to perception of knowledge, the learner, curriculum, instruction, and evaluation. Each student will be asked to survey models in his/her own field(s) and to select, describe, and defend a personal theory in light of today's educational settings based upon personal experiences, reflection on current research, and contemporary issues central to the education of all learners.

*The Department*

**ED 429 Graduate Pre-Practicum (Fall/Spring: 1)**

This is a pre-practicum experience for students in graduate programs leading to certification. Placements are made in selected school and teaching-related sites. Apply to the Office of Professional Practicum Experiences during the semester preceding the placement by April 15 for fall placements and December 1 for spring placements. Students who are accepted into a program after the deadlines are requested to submit the application upon receipt.

*Carol Pelletier*

**ED 435 Social Contexts of Education (Fall/Spring/Summer: 3)**

Examines the historic and evolving development of the major social factors that together create the diverse, competing, and often unequal social contexts influencing the quality and type of education different groups of students experience in particular school sites and across school sites. Major requirements for the course include creating a sociological portrait of a selected school site and developing an interdisciplinary curriculum unit/action project focusing on key issues facing the community and/or the school and its students.

*The Department*

**ED 436 Curriculum Theories and Practice (Fall/Spring/Summer: 3)**

Asks teachers to analyze the philosophical underpinnings of educational practices. Also asks teachers to examine their own philosophies of education and to construct meaning and practice from the interplay between their beliefs and alternative theories. Designed for individuals advanced in their professional development.

*The Department*

**ED 438 Instruction of Students with Special Needs and Diverse Learners (Fall/Spring/Summer: 3)**

Designed to help teachers recognize and respond to the full range of diversity in the classroom. Students study the impact of racial, ethnic, socioeconomic, and linguistic differences and various types of disabilities on a child's cognitive, social, and academic development. Creates a view of classroom management and the instructional process that complements and elaborates on the variety of approaches used in early childhood, elementary, and secondary education. It draws from the general disciplines, special/remedial education, psychology, and health sciences within a context of integration rather than separation.

*The Department*

**PY 440 Principles and Techniques of Counseling (Fall/Summer: 3)  
Open in the fall only to Counseling Psychology majors, and in the summer only to non-majors.**

Provides an introduction to counseling principles and techniques with an emphasis on interviewing skills. The areas of communication skills involving the use of role playing, observation, and practice components are emphasized. Training consists of peer role-plays and laboratory experiences with individual and group supervision.

*The Department*

**PY 443 Psychoanalytic Case Conceptualization (Spring: 3)**

**Cross Listed with UN 443**

This seminar investigates psychoanalytic theory through the context of the clinical encounter. Students will, through reading and case presentations, develop a facility in translating psychoanalytic theory into practice and in understanding their clinical cases through the lens of theory. The course emphasizes how theory becomes alive in therapy, how it guides action and understanding, and how it impacts listening. As such, clinical practice is explored as a creative encounter guided by

analytic principles. Concepts such as the unconscious, defense, repetition, neurosis, transference, the holding environment, and others are emphasized.

*The Department*

**PY 444 Theories of Counseling and Personality I (Fall: 3)**

First part of a year-long sequence examining personality and counseling theories. Intended to introduce students to major theories of personality in the field of psychology and how those theories are applied in constructing counseling and psychotherapy models. Students will focus on humanistic, behavioral, and cognitive personality theories and how they become operationalized person-centered, behavioral, and cognitive counseling models, respectively. In addition to examining the theoretical foundations, client and counselor dimensions, techniques, and the active ingredients of change for these major models of personality and counseling, students examine how socio-cultural context contributes to client presenting concerns and may be addressed in counseling.

*The Department*

**PY 445 Clinical Child Psychology (Fall: 3)**

**Preference in enrollment will be given to students in the School Counseling program.**

Introduces the theory and research that provide the context for understanding the socio-emotional problems of children. Places particular emphasis on the role of risk and protective factors as they contribute to children's resilience and vulnerability to childhood problems. Considers implications for clinical practice and work in school settings.

*Maureen Kenny*

**PY 446 Theories of Counseling and Personality II (Spring: 3)**

*Prerequisite:* PY 444

Second part of a year-long sequence examining personality and counseling theories. Continues introduction to major theories of personality in the field of psychology and how those theories are applied in constructing counseling and psychotherapy models. Focuses on psychoanalytic personality and counseling models as well as critical theory as manifested in the psychology of gender and counseling models that integrate gender into working with clients. Specifically, for each model, students will examine the theoretical foundations developed in its theory of personality, relevant client and counselor dimensions, counseling techniques, and the active ingredients of change that each model uses in bringing about change.

*The Department*

**ED 447 Literacy and Assessment in the Secondary School (Fall/Summer: 3)**

Designed to address the subject of teaching reading in the content areas of secondary schools. Demonstrates effective teaching strategies appropriate for all students, including those with special needs. Focuses extensively on concepts, strategies, and issues related to assessment.

*The Department*

**PY 447 Applied Developmental Psychology: Emphasis on Adolescent (Fall/Summer: 3)**

Helps teachers understand principles of learning and cognitive, linguistic, social, and affective development as they apply to classroom practices. Focuses on the acquisition of strategies that enable teachers to assess and understand how they and their students are constructors

of meaning. Half of each semester is devoted to analysis of case studies. Designed for individuals beginning their professional development in education who plan to work with adolescents.

*The Department*

**PY 448 Career Development (Fall/Spring: 3)**

Provides students with a comprehensive introduction to the theoretical and practice aspects of career development and the psychology of working. Students learn existing theories and related research pertaining to the vocational behavior of individuals across the life span. Through readings, case discussions, and lectures, students learn how to construct effective, ethical, and humane means of helping people to develop their work lives to their fullest potential.

*The Department*

**ED 450 Foundations of Educational Administration (Fall/Summer: 3)**

Brings a foundational focus to the work of educational administration, centering on the core work of teaching and learning, and exploring how that central work is supported by the cultural, technical, political, and ethical systems of the school. That work is deepened as administrators support learning as meaning making, as involving a learning and civil community, and as involving the search for excellence. Students are asked to research the realities at their work sites using the concepts and metaphors developed in the course, and to propose improvements to those realities.

*The Department*

**ED 451 Human Resources Administration (Spring/Summer: 3)**

Addresses fundamental school personnel functions such as hiring, retention, socialization, rewards and sanctions, and performance appraisal. These functions, however, are situated in a broader approach to the human and professional development of school personnel in a learning organization. Situates human resource development within the larger agenda of increased quality of student learning and teacher development.

*The Department*

**ED/PY 460 Interpretation and Evaluation of Research (Fall/Spring/Summer: 3)**

Improves students' understanding of quantitative research literature in education and psychology. Concentrates on developing conceptual understandings and communication, skills needed by the competent reader and user of research reports. Particularly emphasizes critical evaluation of published research.

*Larry Ludlow*

**ED/PY 462 Assessment and Test Construction (Fall: 3)**

This course addresses the major problems of educational assessment, with emphasis on the characteristics, administration, scoring, and interpretation of both formal and informal assessments, including but not limited to tests of achievement. All forms of assessment are examined including observation, portfolios, performance tasks, and paper-and-pencil tests, including standardized tests. The emphasis is on practical application to classroom use. Basic techniques of test construction, item writing, and analysis are included.

*The Department*

**PY 464 Intellectual Assessment (Fall: 3)**

For doctoral students in Counseling Psychology, master's students in Counseling Psychology, and others by permission only.

Critically analyses measures of intellectual functioning, with a focus on the Wechsler scales. Develops proficiency in the administra-

tion, scoring, and interpretation of intelligence tests and communication of assessment results. In addition, addresses critical questions regarding the use of those instruments, including theories of intelligence, ethics of assessment, and issues of bias and fairness in the assessment of culturally diverse and bilingual individuals.

*The Department*

**PY 465 Psychological Testing (Fall/Spring: 3)**

Introduces psychometric theory, selection, and use of standardized aptitude, ability, achievement, interest, and personality tests in the counseling process from a social justice perspective. Includes measurement concepts essential to test interpretation and experience in evaluating strengths, weaknesses, and biases of various testing instruments. Students will gain laboratory experience in administration, scoring, and interpretation of psychological tests.

*The Department*

**ED 466 Models of Curriculum and Program Evaluation (Fall: 3)**

This is an intensive study of the leading models of program and curriculum evaluation. The strengths, weaknesses, and applications for various types of curriculum and program evaluation will be stressed. Each evaluation model will be examined in terms of the purpose, key emphasis, the role of the evaluator, relationship to objectives, relationship to decision making, criteria, and design.

*George Madaus*

**ED 467 Practical Aspects of Curriculum and Program Evaluation (Spring: 3)**

*Prerequisite:* ED 466 or consent of instructor

This course will cover the basic steps in planning and carrying out a program evaluation. Topics covered will include identification and selection of measurable objectives, choice of criteria, instruments, use of various scores, common problems, out-of-level testing, analysis of data, interpretation and reporting of data, and budgeting. Standards for program evaluation will also be covered.

*The Department*

**ED/PY 468 Introductory Statistics (Fall/Summer: 3)**

An introduction to descriptive statistics. Topics include methods of data summarization and presentation; measures of central tendency and variability, correlation and linear regression; the normal distribution; probability; and an introduction to hypothesis testing. Provides computer instruction on PC and Mac platforms and in the SPSS statistical package.

*The Department*

**ED/PY 469 Intermediate Statistics (Fall/Spring: 3)**

*Prerequisite:* ED/PY 468 or its equivalent and computing skills

Topics and computer exercises address tests of means and proportions, partial and part correlations, chi-square goodness-of-fit and contingency table analysis, multiple regression, analysis of variance with planned and post hoc comparisons, elements of experimental design, and power analysis.

*The Department*

**ED 472 Theory and Pedagogy in the Language Arts Classroom (Fall: 3)**

Cross Listed with EN 717

Satisfies literary requirement in English and advanced content requirement in Teacher Education.

Collaboratively-developed and taught course that explores major theories of literary criticism and investigates how classroom teachers

can develop curriculum and instruction that apply these forms to analysis and discussion of text in the classroom. Students will read, discuss, and analyze six major works and examine ways of teaching and viewing texts through several critical theory lenses. Pedagogy also emphasizes culturally-relevant strategies for helping mainstream, special needs, and linguistically-different learners access understanding about theory and content. Additional readings address theories of literary criticism and theories of curriculum and instruction.

*Audrey Friedman*

**ED 473 Teaching Writing (Summer: 3)**

This course presents research on children's (K-8) writing development, writing processes, and writing in the classroom. Instructional methods for teaching writing will be explored. Students are expected to participate in extensive writing as part of the course.

*Bonnie Rudner*

**ED 492 Deaf/Blind Seminar (Summer: 3)**

Presents histories of deaf, blind, and deaf-blind services. Discusses various etiologies of deaf-blindness along with their implications for intervention with persons with deaf-blindness. Provides overview of legislation and litigation relating to special services for individuals with deaf-blindness. Students complete a project relating to services for persons with multiple disabilities. Several guest speakers representing various agencies and organizations serving individuals with deaf-blindness present this course.

*The Department*

**ED 493 Language Acquisition Module (Fall: 1)**

*Corequisite:* ED 593

See course description for ED 593.

*The Department*

**ED 495 Human Development and Disabilities (Fall/Summer: 3)**

From conception through adolescence, with concern for the results of physiological malfunction at any stage of development. Presentation, discussions, readings and observation will permit the student to understand the most prevalent handicapping conditions. Included is a consideration of aids and prosthetic devices and medical interventions employed by those with sensory and/or motor handicaps.

*Susan Bruce*

**PY 515 Interprofessional Collaboration: School/Community Services (Spring: 3)**

**ED 517 Survey of Children's Literature in the Elementary and Middle School (Summer: 3)**

Examines theoretical perspectives of literacy criticism applicable to using literature in elementary and middle school classrooms. It provides an overview of genre including non-fiction, describes literature programs, and examines current controversies in the field of children's literature.

*The Department*

**PY 518 Issues in Life Span Development (Fall: 3)**

This course addresses the major psychological and socio-cultural issues in development from childhood through adulthood. The theory, research, and practice in the field of life span development are examined and evaluated.

*The Department*

**ED 520 Mathematics and Technology: Teaching, Learning, and Curriculum in the Elementary School (Fall: 3)**

This course presents methods and materials useful in teaching mathematics to early childhood and elementary school children, and the different ways in which technology can be used in the elementary school classroom. The course will consider the teaching of mathematics and the use of technology from both theoretical and practical perspectives. The course will include a laboratory experience each week.

*The Department*

**PY 528 Multicultural Issues (Spring/Summer: 3)**

**For students in Counseling Psychology. Other students by permission only.**

Assists students to become more effective in their work with ethnic minority and LGBT clients. Increases students' awareness of their own and others' life experiences and how these impact the way in which we approach interactions with individuals who are different from us. Examines the sociopolitical conditions that impact individuals from ethnic and non-ethnic minority groups in the U.S. and presents an overview of relevant research.

*The Department*

**ED 529 Social Studies and the Arts: Teaching, Learning and Curriculum in the Elementary School (Fall: 3)**

This course is designed to help students examine historical interpretation with critical analysis through history and the arts. It explores different areas of content and instructional methods directly related to Massachusetts Curriculum Frameworks in social studies, literature, and the arts.

*The Department*

**PY 540 Issues in School Counseling (Fall: 3)**

**Restricted to students in the School Counseling program.**

An intensive analysis of philosophical, technical, and administrative issues contributing to the professional identity and function of the counselor in a public educational milieu.

*The Department*

**ED 542 Teaching Reading and Language Arts (Fall/Summer: 3)**

Examines reading development from preschool through early adolescence from a variety of instructional perspectives. Students will gain understanding of major theoretical perspectives on reading and its development and will learn a variety of strategies for teaching reading. Also introduces methods for assessing children's reading skills and weaknesses to plan instruction. Discusses children's literature and teaches students strategies for using literature as part of an instructional program. Expects students to spend at least 16 hours distributed across at least eight sessions in a classroom or other setting where they can work with one or more children.

*The Department*

**ED 543 Teaching Language Arts (Fall: 3)**

Examines the development of written and spoken language and methods of instruction for oral and written language from the preschool years through early adolescence. Students become familiar with approaches to teaching writing and supporting language, and learn strategies for identifying children's areas of strength and weakness and to plan instruction. Addresses the needs of children from non-English speaking homes. Expects students to spend at least 16 hours distributed across at least eight sessions in a classroom or other setting where they can work with one or more children.

**ED 546 Science, Health, and the Natural World: Teaching, Learning and Curriculum in the Elementary School (Fall: 3)**

This course introduces students to the theory and practice of instruction in science and health at the elementary school level. It focuses on the importance of science and health in the curriculum and in children's lives and explores instructional techniques related to teaching about the natural world.

*The Department*

**PY 549 Psychopathology (Fall: 3)**

*Prerequisite:* PY 444 or equivalent

Examines selected DSM-IV disorders and considers diagnostic issues, theoretical perspectives, and research. Through case examples, students will learn to conduct a mental status examination and determine appropriate treatment plans for clients suffering from various diagnoses.

*The Department*

**ED 551 Foundations of Ecology in the Urban Context: Boston as a Field Study Model (Summer: 3)**

Explores urban ecosystems to provide ways for teachers, community leaders, and urban professionals to participate in defining a common forum for initiating community-based urban research. Each day incorporates both classroom lectures and field visits that build upon course curriculum focused on Boston as an example. Goals are to build a base for understanding how ecosystems evolve to accommodate urban development, establish sound scientific observation and sampling techniques for teachers to implement in the classroom, and serve as a round-table for discussions about policy and strategies.

*Eric Strauss*

**ED/PY 560 Seminar on Issues in Testing and Assessment (Fall: 3)**

**Recommended:** ED/PY 462 and ED/PY 469

Examines policy issues related to educational testing and assessment.

*Albert Beaton*

**ED/PY 561 Evaluation and Public Policy (Fall: 3)**

*Prerequisite:* ED 466 or consent of instructor

This course will examine the conceptual and practical aspects of evaluating social interventions with an emphasis on integrated service models.

*George Madaus*

**ED/PY 565 Large-Scale Assessment: Procedures and Practice**

**(Spring: 3)**

**Recommended:** ED/PY 462 and ED/PY 468

Examines measurement concepts and data collection procedures in the context of large-scale (i.e., district, state, national, and international) assessment. Considers technical, operational, and political issues in view of measurement concepts, including reliability, validity, measurement error, and sampling error. Covers framework development, instrument development, sampling, data collection, analysis, and reporting, in relation to both standardized educational achievement tests and questionnaires.

*The Department*

**ED 579 Educational Assessment of Learning Problems (Fall: 3)**

**Open to students in the Teacher of Students with Moderate Special Needs Program, Counseling Psychology, Vision Studies, and Reading Specialist Programs. Not open to Special Students.**

This course focuses on formal and informal approaches to the nondiscriminatory assessment of students with a wide range of cogni-

tive and academic difficulties. It is designed to prepare specialists for the process of documenting special needs, identifying current levels of performance, and designing approaches to monitoring progress.

*Jean Mooney*

**ED 583 Foundations of Orientation and Mobility for the Visually Impaired (Summer: 3)**

Introduces the principles and fundamentals of orientation and mobility. Emphasis is on the study of each of the sensory systems, concept formation, motor skills, and spatial orientation as these topics relate to environmental orientation and human mobility. A mini-practicum component helps students develop competence in indoor and pre-cane mobility.

*Richard Jackson*

**ED 586 Children's Literature and Mathematics: Interdisciplinary Multicultural Perspectives (Spring: 3)**

This course explores the rationale and techniques for achieving curricular integration between mathematics and the language arts, and focuses specifically on multicultural concerns in teaching these subjects. It explores ways to assess, enhance, and write children's trade books, oral stories, dramatic plays, poetry, and songs. Finally, the course looks at ways to use math manipulatives, technology, literacy criticism, social games, and art materials.

*Michael Schiro*

**ED 587 Teaching and Learning Strategies (Spring/Summer: 3)**

*Prerequisite:* ED 579 (section .02)

**Not open to non-degree students. ED 587.01 intended for general educators, and ED 587.02 for special educators.**

Oriented to the development of Individual Education Programs (IEP) for students with special needs. Includes effective instructional practices for basic skills development, enhancement of content area instruction, and cognitive and metacognitive learning strategies.

*The Department*

**ED 588 Curriculum and Instructional Strategies for the Visually Impaired (Spring: 3)**

This course covers special subject matter adjustments and the "plus curriculum" of special skills for the student with visual impairments. Activities include task analysis of special curriculum needs and writing adaptations to regular education curriculum. The course also covers curriculum and strategies for pre-school and multiply disabled individuals, adaptive technology, and consultation skills.

*Richard Jackson*

**ED 592 Foundations of Language and Literacy Development (Spring: 3)**

Introduces students to social, cultural, cognitive, and linguistic bases of linguistic development and provides overview of major theoretical and empirical approaches to study of literacy development with emphasis on relationships between language and literacy. Gives special attention to early phases of development, including phonemic awareness, decoding, vocabulary, discourse skills, and comprehension, and to roles of families in supporting children's language and literacy development. Discusses impact of pre-school and primary grade instruction. Projects allow students to focus on relevant topics of interest to them.

*David Dickinson*

**ED 593 Introduction to Speech and Language Disorders (Fall: 3)**  
*Corequisite:* ED 493

On the basis of the development of normal children, this course will explore dysfunctions of speech and language that interfere with normal communication and learning processes. The evaluation of language performance and the remediation of language deficits will also be stressed.

*The Department*

**ED 595 Assessment and Instruction for Students with Reading Difficulty (Fall/Summer: 3)**

*Prerequisite:* ED 542 or equivalent

Examines the methods and materials related to formal and informal assessment, analysis and interpretation of the results of assessment, and instructional techniques for students with a range of reading difficulties (K-12). Focus is on the needs of students from varied populations.

*The Department*

**ED 610 Specialist License Practicum (Fall/Spring: 6)**

*Prerequisites:* Approval by the Office of Professional Practicum Experiences, good academic standing, and successful completion of all practicum and advanced provisional certification requirements

This course is a semester-long, full-time clinical experience for advanced level students working in schools in a professional role. This clinical experience covers the following graduate certification programs: Early Childhood, Elementary, Secondary, Reading, Moderate Special Needs, Intense Special Needs, and Vision. Placements are selectively chosen from schools in the greater Boston area and designated out-of-state or international settings. Apply to the Office of Professional Practicum Experiences during the semester preceding the placement by March 15 for fall placements and by October 15 for spring placements.

**PY 611 Learning and Development. Among Early Learners (Spring: 3)**

Focuses on learning (including behavioral, cognitive, and information processing approaches), motivation, and social development, while incorporating the role of play in the learning and development of the young child. Examines individual differences and the effects of special needs on learning and development, as well as program implications.

*The Department*

**PY 615 Social and Affective Processes Across the Life Span (Fall/Spring: 3)**

This course reviews the theoretical and empirical literatures pertinent to the study of emotional and social development across the life span. Perspectives derived from the disciplines of biology, psychology, anthropology, sociology, and history are presented. The interrelations between social and affective processes, and their association with familial, societal, cultural, and historical context of development are discussed. Issues derived from social psychology, such as group processes, will also be discussed. Methodological problems present in these literatures and resultant conceptual and empirical challenges involved in developing a life span understanding of social and affective processes are reviewed.

*The Department*

**ED 617 The Principalship (Fall: 3)**

Introduces students to the role and responsibilities of the principal. Helps students understand the traits that make one a successful principal.

pal. Emphasis on the principal as leader, change agent, culture builder, instructional leader, and creator of core values. Students will explore the complexities of effective leadership in theoretical and practical terms.

*Irwin Blumer*

**PY 617 Learning and Cognition (Spring: 3)**

Will discuss theories of learning and of cognitive development, explore roles of biology and environment, and examine different interpretations of environment. Will discuss whether learning and cognitive development are the same thing or different processes. Will also examine the nature of intelligence, role (or not) of instruction in learning, nature of instruction, and how transfer of learning to new contexts is achieved. Practical applications of theory and research will be discussed.

*Joan Lucariello*

**ED 618 Finance and Facilities Management (Spring/Summer: 3)**

Provides basic frameworks for understanding school finance and school facilities management. Students will gain an understanding of how public education is funded at the federal, state, and local levels. Contemporary issues relating to such funding will be closely examined, including issues of fiscal equity and the operation of state and federal categorical aid programs. Students will also examine school district and school site budgeting processes, and relate them to educational planning.

*The Department*

**ED 619 Ethics and Equity in Education (Fall: 3)**

*The Department*

**ED 620 Practicum in Supervision (Fall/Spring: 3)**

A 300-hour, field-based experience designed to enable the student to develop the competencies required to be an effective supervisor/director. The practicum is supervised jointly by a University representative and a cooperating practitioner. The student is expected to engage in a variety of experiences defined in the state standards for certification and to provide leadership to a major administrative project. The student will maintain a reflective journal of experiences and develop a portfolio that demonstrates the learning and insights gained during the practicum.

**ED 621 Bilingualism, Second Language, and Literacy Development (Fall: 3)**

Explores first and second language and literacy development of children raised bilingually as well as students acquiring a second language during pre-school, elementary, or secondary school years. Also addresses theories of first and second language acquisition, literacy development in the second language, and factors affecting second language and literacy learning. Participants will assess the development of one aspect of language or language skill of a bilingual individual and draw implications for instruction, parent involvement, and policy.

*Maria Brisk*

**ED 622 Practicum in School Principalship (Fall/Spring: 3)**

A 300-hour, field-based experience designed to enable the student to develop the competencies required to be an effective assistant principal/principal. The practicum is supervised jointly by a University representative and a cooperating practitioner. The student is expected to engage in a variety of experiences defined in the state standards for certification and to provide leadership to a major administrative project. The student will maintain a reflective journal of experiences and develop a portfolio that demonstrates the learning and insights gained during the practicum.

**ED 623 Practicum in Superintendency (Fall/Spring: 3)**

A 300-hour, field-based experience designed to enable the student to develop the competencies required to be an effective assistant superintendent/superintendent. The practicum is supervised jointly by a University representative and a cooperating practitioner. The student is expected to engage in a variety of experiences defined in the state standards for certification and to provide leadership to a major administrative project. The student will maintain a reflective journal of experiences and develop a portfolio that demonstrates the learning and insights gained during the practicum.

**ED 625 Managing Emerging Technologies (Summer: 3)**

Introduces school administrators to computer-related technologies of use in management, research, and school curricula. Addresses use of spreadsheets, databases, graphics, presentation software, web pages, and commercially available curriculum software both from a hands-on practical perspective and from the perspective of critical issues such as impact, equity, and/or quality. Course includes substantial lab time, and students are required to supplement this with personal lab time.

*Alec Peck*

**ED 626 Seminar in Educational Administration (Spring: 3)**

*Corequisites:* ED 620, ED 622, ED 623, or ED 653

Enable candidates to reflect on their roles as educational administrators during their practicum experience. Topics include research related to educational administration along with day-to-day school management issues.

*The Department*

**ED/PY 633 Impact of Psychosocial Issues on Learning (Spring: 3)**

Examines, from a holistic perspective, psychological and social issues that affect learning in children and adolescents. Discusses role of risk and protective factors in the development of vulnerability and resilience. Highlights collaboration of educators with professionals involved in addressing psychological and social issues.

*The Department*

**PY 638 Issues in Short Term Counseling (Spring: 3)**

Examines the theoretical foundations and empirical status of behavior therapy. Analyzes through clinical application the efficacy of these models and other integrative approaches.

*The Department*

**PY 640 Seminar in Group Counseling and Group Theory (Fall/Spring/Summer: 3)**

*Prerequisite:* Permission of instructor. Advance sign up in Counseling Psychology Office required.

**Limited to 20 students.**

Students participate in group experiences that focus upon group dynamics and development of group norms. Seminar discussions focus on group process and leadership roles in the context of small group theory and research.

*The Department*

**PY 643 Practicum in School Counseling Pre-K-8 (Fall: 3)**

*Prerequisite:* Permission of Practicum Director, Dr. Sandra Morse

**Open only to Counseling degree students seeking initial licensure in school guidance counseling grades pre-K-8.**

Practicum involves placement in a comprehensive school system in both fall and spring semesters. Students typically spend three days

per week at the school for the school year. The minimum hours of practicum are 600 in addition to the pre-practicum. Students enroll for 3-credit hours each semester.

*The Department*

**PY 644 Practicum in School Counseling 5-12 (Fall: 3)**

*Prerequisite:* Permission of Practicum Director, Dr. Sandra Morse

**Open only to Counseling degree students seeking initial licensure in school guidance counseling grades 5-12.**

Practicum involves placement in a comprehensive school system in both fall and spring semesters. Students typically spend three days a week at the school for the school year. The minimum hours of practicum are 600 in addition to the pre-practicum. Students enroll for 3-credit hours each semester.

*The Department*

**PY 646 Internship—Counseling I (Fall: 3)**

*Prerequisite:* Permission of Internship Coordinator, Dr. Sandra Morse

This course is designed to be a post-practicum, curricular supervised experience, and supervised internship experience and seminar. The internship consists of seminar participation and a 600-hour, year-long clinical experience at an approved internship site. The internship and corresponding seminar are designed to enable the student to refine and enhance basic counseling skills and to integrate professional knowledge and skills appropriate to an initial placement.

*The Department*

**PY 648 Pre-practicum: Diversity and School Culture (Fall/Spring: 3)**

**Open only to School Counseling students.**

A two-semester experience in schools. In semester one, students spend one-half day per week in a school with a diverse population. In semester two, students spend one day per week (minimum of 75 hours) in another school working under the supervision of a school counselor. The pre-practicum experience is processed each week in small group laboratory sections.

*Sandra Morse*

**PY 649 Practicum in School Counseling Pre-K-8 (Spring: 3)**

*Prerequisite:* Consent of Practicum Director, Dr. Sandra Morse

**Open only to Counseling degree students seeking initial licensure in school guidance counseling grades pre-K-8.**

Continuation of PY 643.

*The Department*

**PY 650 Practicum in School Counseling 5-12 (Spring: 3)**

*Prerequisite:* Consent of Practicum Director, Dr. Sandra Morse

**Open only to Counseling degree students seeking initial licensure in school guidance counseling grades 5-12.**

Continuation of PY 644.

**ED 652 Practicum in Special Education Administration (Fall/Spring: 3)**

*Corequisite:* ED 626

A 300-hour, field-based experience in the role of a special education administrator. The practicum is supervised by a University faculty member.

**ED/PY 655 School-Based Research Projects (Spring: 3)**

Involves students in studying and reporting on school-based needs and problems. Participating schools will identify practical problems they would like examined. Teams of students will select one of these problems and spend the semester studying, researching, and

preparing a set of policy recommendations or conclusions related to it. It is expected that students will spend time in the schools as part of the understanding and data collection for their problem.

*The Department*

**ED 656 Administration of Local School Systems (Fall: 3)**

Examines the interaction that occurs between individual schools and the school system through the lens of the superintendent of schools. How does a superintendent provide effective leadership to a school system? What are the issues he or she must understand? How does one remain focused on improving instruction and achievement of all students? Some of the topics considered will be instructional leadership, unions, racism, change, supervision/evaluation, system versus building tensions, and the impact of the Education Reform Act.

*Irwin Blumer*

**PY 662 Projective Assessment (Spring: 3)**

*Prerequisite:* PY 464

**Limited to doctoral students in Counseling Psychology, although others may be admitted by permission of the instructor**

Theory, administration, and interpretation of commonly used projective measures, including Rorschach, thematic, drawing, and sentence completion techniques. Students will learn how to conceptualize and integrate findings from cognitive and personality measures, and to communicate results in a written report. Critical issues in the use of these measures, including ethical, psychometric, social, and legal concerns will be addressed. Case material will be used to illustrate the clinical applications of projective techniques.

*Maureen Kenny*

**ED/PY 667 General Linear Models (Fall: 3)**

*Prerequisite:* ED/PY 469

Addresses the construction, interpretation, and application of linear statistical models. Specifically, lectures and computer exercises will cover multiple regression models; matrix algebra operations; parameter estimation techniques; missing data; transformations; exploratory versus confirmatory models; sources of multicollinearity; residual analysis techniques; partial and semipartial correlations; variance partitioning; dummy, effect, and orthogonal coding; analysis of covariance; and logistic regression.

*Larry Ludlow*

**ED/PY 669 Psychometric Theory (Spring: 3)**

*Prerequisite:* ED/PY 462 and ED/PY 667

Presents a study of theoretical concepts, statistical models, and practical applications in educational and psychological measurement. General topics include the history of measurement, Thurstone and Guttman scales, true-score theory, and item response theory. Specific topics include Rasch model one-parameter estimation, residual analysis, item banking, equating, and computer adaptive testing.

*Larry Ludlow*

**ED 674 Teaching Mathematical Problem Solving in Grades 4-12 (Summer: 3)**

Examines complex issues, trends, and research regarding alternative approaches for teaching mathematical problem solving. Topics include the nature of mathematical inquiry; models for collaborative grouping; methods and materials for cultivating problem solving, reasoning, and communication processes; methods of assessing mathematical problem solving; and the impact of Vygotskian Psychology on the teaching and learning of mathematical problem solving.

*Lillie Albert*

**ED 675 Consultation and Collaboration in Special Education (Spring: 3)**

Designed for educators who enter into supportive or consultative relationships with each other, with other professionals, and with parents. Presents conceptual and pragmatic guidelines for functioning effectively with colleagues and other adults. Also covers advocacy strategies and environmental accessibility issues.

*Alec Peck*

**ED/PY 685 Developmental Disabilities: Evaluation, Assessment, Family, and Systems (Fall/Spring: 3)**

This course focuses on issues facing professionals who work with people with developmental disabilities, their families, and the system whereby services are offered. It is designed for graduate and post-graduate students interested in learning about interdisciplinary evaluation and teams, in understanding disabilities from the person's and family's perspective, and in acquiring knowledge about the services available in the community. This course will be held at Children's Hospital.

*The Department*

**ED/PY 686 Augmentative Communication for Individuals with Disabilities (Spring: 3)**

This course focuses upon the communication problems of persons who are developmentally disabled, physically challenged, hearing impaired, and deaf-blind. Students learn strategies for enhancing communication and learn how to develop and implement a variety of augmentative communication systems.

*Barbara McLetchie*

**ED 705 Education Law and Public Policy (Fall: 3)**

Addresses the political and legal aspects of the role of education in our democratic society. Provides an introductory survey of public policy issues and laws governing public preschool, elementary, secondary, and higher education. Included are such topics as religious freedom, free speech, and due process; the liability of educational institutions and educators; the legal distinctions between private and public institutions; student and parent privacy rights; disability rights; and the promotion of educational equity among all groups regardless of gender, sexual orientation, language, race, religion, ethnicity, or socioeconomic background.

*Diana Pullin*

**ED 706 Philosophy of Education (Spring: 3)**

This course examines the philosophical foundations of higher education in America, the underlying principles of liberal education and the nature of knowledge—how classical, modern and post-modern theories have impacted college and university curricula, pedagogy, academic freedom, and research. It considers the roots, tensions, and controversies surrounding the democratic character of American education, especially as it related to Jeffersonian and Jacksonian ideals, and meritocratic and egalitarian principles; the university and political neutrality; academic freedom and speech codes; the place of feminist scholarship in the academy; and scientific research and the public good.

*The Department*

**ED 708 Contemporary Issues in Higher Education (Spring: 3)**

This course offers topical issues in higher education, taught on a rotating basis by faculty in the Higher Education program and by scholars from outside institutions. It focuses on specific topics such as the following: ethical issues in higher education, student outcomes

assessment, learning and teaching in higher education, Catholic higher education, and others. The topic of the course will be announced during the registration period.

*The Department*

### **ED 709 Research on Teaching (Fall: 3)**

Introduce Ph.D. students to conceptual and empirical scholarship about teaching and teacher education as well as to contrasting paradigms and methodological approaches upon which this literature is based. Helps students become aware of major substantive areas in the field of research on teaching/teacher education, develop critical perspectives and questions on contrasting paradigms, and raise questions about implications of this research for curriculum and instruction, policy and practice, and teacher education/professional development. Considers issues related to epistemology, methodology, and ethics.

*Marilyn Cochran-Smith*

### **ED 711 Historical and Political Contexts of Curriculum (Spring: 3)** **Permission of instructor required for all students, except for Ph.D. students in Curriculum & Instruction.**

Introduces Ph.D. students in Curriculum & Instruction to the major curriculum movements in American educational history by examining the history and implementation of curriculum development on the macro and micro levels of schooling. Focuses on key campaigns and controversies in curriculum theory and practice, using primary source materials to place them within the academic, political, economic, and social contexts that have marked their conceptualization, and change inside and outside of schools.

*The Department*

### **PY 714 Advanced Research Methods in Counseling, Developmental, and Educational Psychology (Fall: 3)** **Restricted to doctoral students in Applied Developmental and Educational Psychology.**

Students design and carry out an original empirical project on a defined area within developmental or educational psychology. Requires design, data collection and analysis, interpretation, and formal APA-style write-up. Students also required to complete two colloquium presentations of their work.

*The Department*

### **ED 720 Curriculum Leadership (Fall/Spring: 3)**

Focuses on a historical overview of the major curriculum approaches, introduces students to key theories about leadership of organizations and organizational change, and introduces students to key principles in standards-driven reform. Students will use this knowledge to refine their personal philosophies of curriculum leadership and create a strategic plan for improving instruction and closing the achievement gap in a school community.

*Janice Jackson*

### **ED 724 Practicum in Educational Technology: Technology-Enhanced Assessment (Spring: 3)**

*Prerequisites:* ED/PY 462 and ED/PY 667

Examines cutting-edge applications of computer-based technologies to the technology of testing and assessment. Among the topics explored are validity issues specific to computer-based testing; accessibility, universal design, and computer-based testing; computer adaptive testing; simulation-based and multimedia tests; and computer scoring of writing.

*Michael Russell*

### **ED 729 Controversies in Curriculum and Instruction (Spring: 3)**

Examines selected curriculum controversies in K-12 schools and in higher education from perspectives of various curriculum theories and approaches. After an early consideration of these interrelated frameworks, this course addresses specific curriculum issues in the current policy scene, such as multicultural education, bilingual education, teaching of math and reading, special education designations, and preparation of high quality teachers. Students may focus major course paper and presentation on their particular research and professional interests.

*Marilyn Cochran-Smith*

### **PY 740 Topics in the Psychology of Women (Spring: 3)**

Explores current theory and research on the psychology of women and implications of this work on psychologists and educators. The first half of course examines and critiques major themes that have emerged in the field over the last three decades and considers ways in which the field of psychology of women has influenced conceptualizations of development, psychopathology, and intervention. The second half considers some of the psychological underpinnings of a set of social and political issues commonly faced by women. The course is designed for developmental and counseling psychology graduate students.

*Lisa Goodman*

### **PY 741 Advanced Seminar in Psychopathology (Spring: 3)**

A developmental approach to understanding psychological disorders across the life span. The course will examine the emergence of a range of disorders in children, adolescents, and adults (e.g., depression, violent, and abusive behavior). Particular attention will be paid to factors that increase risk and resilience. The implications for prevention and intervention strategies will be discussed.

*Mary Walsh*

### **PY 743 Counseling Families (Fall/Spring/Summer: 3)**

This is a study of basic family system theory and intervention strategies. Didactic approach includes role playing and case presentations. Concurrent clinical involvement with families is recommended.

*The Department*

### **PY 745 Biological Bases of Behavior (Fall/Summer: 3)**

Reviews a variety of topics within the biological bases of behavior, employing a neuroanatomical starting point. Students learn neuroanatomy in some detail; moreover, course explores basic mechanics of the nervous system, basic psychopharmacology, and sensation and perception. Also examines cognitive functions associated with different regions of the brain as well as neurodevelopmental, psychiatric, and neurological disorders. In addition, students will have opportunity to read some of the more contemporary writings in the field of neuroscience.

*The Department*

### **PY 746 Internship—Counseling II (Spring: 3)**

*Prerequisites:* PY 646 and permission of the Internship Coordinator, Dr. Sandra Morse

This course is designed to build on Internship I and corresponds to the completion of 600 clock hours the student spends in the internship. The seminar is process-oriented and thus students remain in the same year-long section. As such, it is designed to enable the student to further enhance basic and advanced counseling skills and to integrate professional knowledge and skills through direct service with individual and group supervision.

*The Department*

**PY 748 Practicum in Counseling II (Spring: 3)**

**Continuation of PY 648. Open only to Counseling Psychology students.**

Pre-internship, supervised curricular experience focuses on progressive issues and the treatment of special populations. Lab training consists of peer role-plays and experiences with individual and group supervision.  
*Sandra Morse*

**ED 755 Theories of Leadership (Fall: 3)**

Explores various epistemologies of practice and theoretical models of leadership through cases taken from a wide variety of educational settings, paying particular attention to the interplay between a personal ethic and issues of race, gender, and social class. Highlights models and processes of institutional restructuring and interprofessional collaboration. Recommended for doctoral students.

*The Department*

**ED 770 Higher Education in American Society (Fall: 3)**

An introduction to higher education in America, this course focuses on the complex relationships between colleges and universities, and the political and social systems of society. This analysis includes a historical perspective on the evolution of American higher education, especially the development of the contemporary university since the beginning of the twentieth century. Attention is also paid to the impact of federal and state governments on higher education; the role of research in the university; issues of accountability, autonomy, and academic freedom; the academic profession, student politics and culture; affirmative action issues; and others.

*The Department*

**ED 771 Organization and Administration of Higher Education (Spring/Summer: 3)**

Focuses on how the American university is organized and governed. Examines basic elements as well as structure and process of the American university. Considers such topics as models of governance, locus of control, leadership, and strategic environments for the American university.  
*Ted I.K. Youn*

**ED 772 Student Affairs Administration (Fall: 3)**

Student affairs professionals in post-secondary institutions contribute to student learning and personal development through a variety of programs and services. This course focuses on the design of campus environments that promote student development and contribute to the academic mission of higher education. Special attention will be given to the history, philosophy, and ethical standards of the student affairs profession and to the relation of theory to contemporary student affairs practice. In addition, the course will examine how changing forces in the demographic, social, legal, and technological environment of higher education affect fundamental issues in professional practice.

*Kevin Duffy*

**ED/PY 778 College Student Development (Spring: 3)**

An intensive introduction to student development, this course focuses on interdisciplinary theories of intellectual and psychosocial change among late adolescent and adult learners in post-secondary education. Research on student outcomes is also covered. Special attention is paid to the implications of ethnicity, age, gender, and other individual differences for the development of students. Course projects include individual and collaborative opportunities to relate theory to professional work with college students.

*Karen Arnold*

**ED 801 Clinical Experience and Seminar in Administration (Fall/Spring: 3)**

Year-long, field-based seminar for students seeking full certification in educational administration. Assists experienced school administrators in dealing effectively with day-to-day school management issues, and linking theory, research, and practice. An intensive journal-writing process is used in conjunction with student and faculty field and course activities to address contemporary issues. Particular attention is given to methods of evaluation and supervision of adult members of the school community.

*The Department*

**ED 803 History of Education (Fall: 3)**

Examines history of education in the United States from the colonial period through the 1960s. Particular attention is paid to the political, economic, and cultural factors that shaped American educational institutions and the role schools and colleges play in American life. Issues covered include access, equity, curriculum, organization, and leadership.

*The Department*

**PY 813 Sociocultural Contexts of Development (Fall: 3)**

Doctoral seminar focuses on theoretical models and empirical research on the sociocultural contexts affecting child development and family processes. Compares theoretical models and methodologies derived from psychology, sociology, and economics. Primary focus is on reading and interpreting empirical literature drawn from the survey, ethnographic, observational, and experimental methods. Topics include parenting, socioeconomic status, race and ethnicity, neighborhoods and schools.

*The Department*

**ED 819 Educational Change (Fall: 3)**

This course focuses on the study of change theories and approaches, their application in educational reform, and their impact on teaching and learning. Students examine the history of educational change and consider the forces for and against change in schools and other educational organizations. Each student is expected to conduct a research study of an educational change initiative.

*Gerald Pine*

**ED/PY 829 Design of Quantitative Research (Spring: 3)**

*Prerequisite:* ED/PY 469

Offers theoretical and practical experience in planning and conducting a quantitative research study. Extends research methods ideas of ED/PY 460, and statistical techniques of ED/PY 468 and ED/PY 469 by combining that material into a proposed research project of the student's choosing ideally, one's doctoral dissertation.

*The Department*

**ED 830 Directed Research in Religious Education (Fall/Spring: 3)**  
**IREPM Course**

See course description under the Institute of Religious Education and Pastoral Ministry.

**PY 840 Seminar: Professional Issues in Counseling Psychology (Fall: 3)**

*Prerequisite:* Permission of Director of Training

**Open to doctoral students in Counseling Psychology only, and master's students in Counseling Psychology with permission.**

This is an advanced seminar focusing primarily on ethical and legal issues in counseling psychology. Topics will also include certifica-

tion and licensing, accreditation, professional identity, the history of counseling psychology, and future developments in professional psychology.

*The Department*

**PY 841 Seminar in Evaluation and Research in Counseling (Fall: 3)  
Doctoral students in Counseling Psychology only.**

Examines research design in the Counseling Psychology literature focusing particular attention on research examining psychological intervention. Students present published research exemplifying specific designs, review critically the presented research, propose empirical studies that could advance counseling psychology, and present findings from their own empirical work.

*The Department*

**PY 842 Seminar in Counseling Theory (Fall: 3)  
Doctoral students in Counseling Psychology only.**

Deepens students' understanding of psychological theory and facilitates a life-long journey of integrating theory with practice. Provides knowledge and understanding of traditional and contemporary theories of psychotherapy and helps students develop a critical perspective that will enable them to evaluate the usefulness of these theories for their clinical work with clients. Class discussions cast a critical eye on the development of the discipline, including its philosophical and contextual roots, and analyze the values inherent in mainstream psychological practice. Considers strengths and limitations of each school and uses case examples to gain expertise in applying theory to practice.

*Eriony Aldarondo*

**PY 843 Seminar in Career Development (Spring: 3)**

*Prerequisite:* PY 448 or equivalent

Advanced doctoral-level seminar on career development theory and research and on the psychology of working. First part of course consists of critical review of major approaches to understanding career behavior and development, empirical support for prevailing theoretical constructs, and empirical efforts related to career interventions. Special attention to issues specific to persons of color, women, gays, lesbians, individuals with disabling conditions, working-class adults, and non-college-bound youth. Examines space between work and interpersonal relationships.

*The Department*

**PY 844 Counseling Psychology in Context: Social Action, Consultation, and Collaboration (Fall/Spring: 3)**

Accompanying the First Year Experience (FYE) practicum, exposes students to research and practice at the meso- (community, organizations) and macro- (government, policy, social norms) levels, in addition to the more traditional micro- (individual) level. Students discuss their personal experiences within their FYE placement and read and discuss a series of articles and chapters central to the developing fields of critical psychology, liberation psychology, or counseling with a social justice orientation.

*The Department*

**PY 846 Advanced Pre-Internship Counseling Practicum (Fall/Spring: 1)**

*Prerequisite:* Advanced Pre-Internship Counseling Practicum  
**Two credits in the spring semester**

Pre-internship placement in a mental health setting accompanied by a biweekly seminar on campus. Placement requires 20-24 hours per week over two semesters. Focus will be on the integration of theoretic-

cal and research perspectives on clinical interventions utilizing the experience of site-based practice. Satisfactory completion of this course is a prerequisite for the doctoral internship.

*The Department*

**PY 849 Doctoral Internship in Counseling Psychology (Fall/Spring: 1)**

*Prerequisites:* Permission of Director of Training, minimum of 400 clock hours of counseling practicum (e.g., PY 646, 746, 846)

**Doctoral candidates in Counseling Psychology only. By arrangement only.**

Internships cover a calendar year, and students must complete the equivalent of one full year (40 hours/week) either for four semesters (one credit hour per semester) or for two semesters (two credit hours per semester). Applications should be submitted in November of the preceding year. Placement must be in an approved counseling setting for psychodiagnostic and interviewing experience with clients, group counseling, and other staff activities.

*The Department*

**ED/PY 851 Qualitative Research Methods (Fall/Spring: 3)**

Introduces the foundations and techniques of carrying out qualitative research. Topics include philosophical underpinnings, planning for a qualitative research project, negotiating entry, ethics of conducting research, data collection and analysis, and writing/presenting qualitative research. Requires a research project involving participant observation and/or interviewing.

*Robert Starratt*

**ED 859 Readings and Research in Curriculum & Instruction (Fall/Spring: 3)**

*Prerequisite:* Faculty member approval

**By arrangement**

Under the direction of a faculty member who serves as Project Director, a student develops and completes a significant study.

*The Department*

**ED/PY 861 Construction of Attitude and Opinion Questionnaires (Fall: 3)**

*Prerequisite:* ED/PY 462 and ED/PY 469

Covers techniques for the construction and analysis of attitudinal and opinion questionnaires. Topics include Likert scales, Thurstonian scales, Guttman scales, and ratio-scaling procedures. Students develop a survey instrument containing a variety of scales and analysis plans for a survey conducted using the instrument.

*The Department*

**ED/PY 862 Survey Methods in Educational and Social Research (Fall: 3)**

**ED 867 Diversity in Higher Education: Race, Class, and Gender (Fall: 3)**

The purpose of this course is to provide students with the opportunity to examine the theoretical scholarship and empirical research on race, class, and gender in American higher education. The course readings are interdisciplinary in nature and require students to identify research claims and their relationship to higher education practice and policy in the U.S. We explore such issues as admissions and affirmative action policy, sexual harassment, and access and financial aid practices.

*The Department*

**ED 874 Organizational Decision Making in Higher Education (Fall: 3)**

Decision making behavior of the university is not necessarily subject to universal rules under which choices are made by willful actors with certain normative assumptions about consistency and predictability. Rethinking the approach to organizational decision making raises challenges in studying organizations and leadership in higher education. The course provides students with major studies and models of decision making from a wide range of examples such as foreign policy making organizations and corporate organizations.

*Ted I.K. Youn*

**ED 876 Financial Management in Higher Education (Spring: 3)**

The acquisition and allocation of funds in institutions of higher education are studied. Financial management emphasis includes an introduction to fund accounting, asset management, capital markets, sources of funds, financial planning, and endowment management. Included also are specific techniques used in financial analysis (e.g., break-even analysis and present value techniques).

*Frank Campanella*

**ED 878 Seminar on Law and Higher Education (Spring: 3)**

*Prerequisite:* ED 705 or Law student

This seminar focuses on legal, policy, and ethical issues that affect higher education in the United States. The primary focus will be upon contemporary legal issues confronting public and private higher education, including such topics as due process and equity for students and faculty, tenure, academic freedom, affirmative action, disability rights, and free speech.

*Diana Pullin*

**PY 879 Introduction to Psychoanalysis (Fall: 3)**

Cross Listed with UN 879

Particularly relevant for clinically oriented graduate students in Counseling and Clinical Psychology, Social Work, and Education. For graduate students and upper division undergraduates with departmental permission.

An introduction to psychoanalysis as an exciting and controversial theory of mind, method of treatment, and critique of culture. Topics to be explored by actively practicing psychoanalysts will include the unconscious, dreams, development, personality, psychopathology, and treatment. The unique stance of psychoanalysis toward culture, politics, and religion will also be explored.

*W.W. Meissner, S.J.*

**ED/PY 885 Interim Study: Master's and C.A.E.S. Students (Fall/Spring: 0)**

Master's and C.A.E.S. students who need to take one to two semesters off during the academic year but wish to remain active in the University system must enroll in this course. Students cannot enroll in this course for more than two consecutive semesters during the academic year. Students who need to be away from their studies for more than two consecutive semesters during the academic year should file for a formal leave of absence.

**ED/PY 888 Master's Comprehensives (Fall/Spring/Summer: 0)**

All master's students who have completed their course work and are preparing for comprehensive exams must register for this course.

**ED 901 Urban Catholic Teacher Corps (Spring: 0)**

Open only to teachers participating in the Urban Catholic Teacher Corps program.

See Urban Catholic Teacher Corps program brochure for details, or contact the program office at 617-552-0602.

**ED 910 Readings and Research in Educational Research, Measurement, and Evaluation (Fall/Spring/Summer: 3)**

*Prerequisite:* Faculty member approval

**By arrangement**

Under the direction of a faculty member who serves as Project Director, a student develops and carries to completion a significant study.  
*The Department*

**PY 910 Readings and Research in Counseling and Developmental Psychology (Fall/Spring/Summer: 3)**

*Prerequisite:* Permission of a faculty member

**By arrangement**

Under the direction of a faculty member who serves as Project Director, a student develops and carries to completion a significant study.  
*The Department*

**PY 912 Participatory Action Research: Gender, Race, and Power (Fall: 3)**

This course will introduce students to theoretical and practical issues in the design and implementation of field-based participatory action research. We will review theories and practices that have contributed to community-based knowledge construction and social change. Ethnographic, narrative, and oral history methodologies will be used as additional resources for understanding and representing the individual and collective stories co-constructed through the research process. We will reflect collaboratively and contextually on multiple and complex constructions of gender, race, and social class in community-based research.

*M. Brinton Lykes*

**PY 915 Critical Perspectives on the Psychology of Race, Class, and Gender (Spring: 3)**

Using a social psychological framework, introduces multiple strategies for thinking culturally about select psychological constructs and processes (for example, the self, family and community relations, and socio-political oppression). Also pays particular attention to race and class as sociocultural constructs important for the critical analysis of the relationships of culture and psychology. Also explores the implications of these constructs for intercultural collaboration and action.

*Janet Helms*

**PY 917 Cognitive-Affective Bases of Behavior (Fall: 3)**

This course discusses both the concepts of development and the key conceptual issues that are pertinent to the philosophical and scientific study of development across history and currently. The relation between the conceptual issues (nature-nurture, continuity-discontinuity, and stability-instability) and the philosophies of science and paradigms (or meta-models) that have shaped theories of development and the methods employed to study developmental change are reviewed. The range of past and contemporary theoretical models of development are discussed and the methodological proscriptions and prescriptions associated with each type of theory are reviewed.

*The Department*

**PY 920 Seminar on Current Issues in Applied Developmental and Educational Psychology (Fall: 3)**

This course will be offered once a year and will be taught by faculty on a rotating basis. The faculty member teaching it will emphasize his or her own research area, highlighting the relevant theoretical, conceptual, and methodological issues. This will allow students to become familiar with the research of the faculty in an in-depth way. It will also provide a useful avenue for students' own research participation.

*The Department*

**ED 921 Readings and Research in Educational Administration and Higher Education Administration (Fall/Spring: 3)**

*Prerequisite:* Faculty member approval

Under the direction of a faculty member who serves as Project Director, a student develops and completes a significant study.

*The Department*

**ED 936 Doctoral and Advanced Seminar in Religious Education (Fall/Spring: 3)**

**IREPM Course**

Required for first and second-year IREPM doctoral students; other advanced students admitted with permission of instructor. Limited to 10 participants.

See course description under the Institute of Religious Education and Pastoral Ministry.

**PY 941 Dissertation Seminar in Counseling/Developmental Psychology (Fall/Spring: 3)**

*Prerequisites:* Advanced Statistics and Research Design. Permission of instructor.

This course is designed to assist students in the preparation of a formal doctoral dissertation proposal. All aspects of dissertation development will be discussed. Students must present a series of draft proposals for faculty and student reaction. An acceptable dissertation proposal is required for completion of the course.

*The Department*

**ED 951 Dissertation Seminar in Curriculum & Instruction (Spring: 3)**

This is a student-centered seminar that is aimed at assisting doctoral students in identifying, shaping, and defining a research topic. Students will be expected to develop an Intent to Propose a Thesis, and to work toward the development of a full-scale draft of a Thesis proposal. Prior to the completion of the seminar, students will be expected to have established a Dissertation Committee.

*The Department*

**ED 953 Instructional Supervision (Spring: 3)**

Introduces students to many of the contested issues in the field of supervision, such as the relationship between supervision and teacher development, teacher empowerment, teacher alienation, learning theories, school effectiveness, school restructuring, curriculum development, and scientific management. Supervision will be viewed also as a moral, community-nested, artistic, motivating, and collaborative activity. Will stress the need for a restructuring of supervision as an institutional process.

*The Department*

**ED 956 Advanced Seminar: Elementary and Secondary Education Law and Policy (Spring: 3)**

*Prerequisites:* ED 705, 2L or 3L status at Law School, or consent of instructor

**Cross Listed with LL 492**

Focuses on legal, policy, and ethical issues that affect preschool, elementary, secondary, and special education in the U.S, particularly Massachusetts. Primary focus on role of state and federal law in education reform, access to equal educational opportunity, curriculum control, school finance, and student, teacher, administrator, and parental rights. Students will have increased understanding and knowledge of the role of law in school reform and in the day-to-day operation of elementary and secondary schools. Expected to understand the limits of law-based education reform and importance of individual professional ethics and competence.

*Diana Pullin*

**ED 973 Seminar in Research in Higher Education (Fall: 3)**

*Prerequisites:* ED/PY 771 and doctoral standing

**Open to advanced doctoral students. Prior consultation with the faculty member regarding research interest is encouraged.**

This seminar considers a variety of research issues in higher education. Each year, the topic of the seminar will be announced by the faculty member who will be teaching the course. Students enrolled in this seminar are expected to write substantive papers that might lead to actual research products.

*Ted Youn*

**ED 975 Internship in Higher Education (Fall/Spring/Summer: 3)**  
**Restricted to M.A. and Ph.D. students in Higher Education**

A guided practicum experience for students enrolled in higher education programs, the internship requires supervised field work in a higher education institution or agency and participation in a bimonthly internship seminar. Field work is overseen by program faculty and supervised by a professional administrator at the internship site. The seminar covers practice issues and professional skills development, and related field work issues to theory and research in higher education.

*Kevin Duffly*

**ED 976 Symposium in Higher Education (Fall: 3)**  
**For Administrative Fellows in Higher Education**

A guided practicum experience for Administrative Fellows in Higher Education, the internship requires supervised field work in a higher education institution or agency and participation in a bimonthly internship seminar. Field-work is overseen by program faculty and supervised by a professional administrator at the internship site. The seminar covers practice issues and professional skills development, and related field work issues to theory and research in higher education.

*Karen Arnold*

**ED 982 Dissertation Seminar in Educational Administration and Higher Education (Fall: 3)**

*Prerequisite:* Advanced Statistics and Research Design. Permission of instructor.

This course is designed to assist students in the preparation of a formal doctoral dissertation proposal. All aspects of dissertation development will be discussed. Students must present a series of draft proposals for faculty and student reaction. An acceptable dissertation proposal is required for completion of the course.

*Joseph O'Keefe, S.J.*

**ED/PY 988 Dissertation Direction (Fall/Spring: 3)**

*Prerequisite:* Consent of academic advisor

All advanced doctoral students are required to register for six credit hours of dissertation related course work, at least three of which are 988. The other three are usually the Dissertation Seminar for the student's area of concentration. Students are expected to work on their dissertation at least 20 hours per week.

*The Department*

**ED/PY 998 Doctoral Comprehensives (Fall/Spring: 1)**

A 1-credit, tuition-based course for students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculated student for the one or two semesters used to prepare for the Comprehensive. This course is non-graded.

*Dennis Shirley*

**ED/PY 999 Doctoral Continuation (Fall/Spring: 1)**

A 1-credit, tuition-based course for all students who have been admitted to Ph.D.candidacy. Students are required to register and pay the tuition for Doctoral Continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation. A formal petition for extension of time must be submitted and permission granted to continue in a doctoral program beyond the eight year period. This course is non-graded.

*The Department*

## *The Boston College Law School*

### **INTRODUCTION**

Established in 1929, Boston College Law School is dedicated to the highest standards of academic, ethical, and professional development while fostering a unique spirit of community among its students, faculty, and staff. Boston College Law School is accredited by the American Bar Association, is a member of the Association of American Law Schools, and has a chapter of the Order of the Coif. For complete information on the Boston College Law School visit <http://www.bc.edu/law/>.

### **REGISTRATION FOR BAR EXAMINATION**

Upon entering law school, some students know the state(s) they intend to practice in upon graduation. Some states require students to register with the Board of Bar Examiners prior to, or shortly after, beginning law school. For further information, contact the secretary of the state's Board of Bar Examiners for the state where you intend to practice to determine the standards and requirements for admission to practice. The Office of Academic Services also has bar examination information available for some states.

### **AUDITORS**

A limited number of applicants, usually members of the bar, who do not wish to study for a degree but who desire to enroll in specific courses may be admitted as auditors. Auditors must prepare regular assignments and participate in classroom discussions. They are not required to take examinations but may elect to do so. Normally, credit will not be certified for auditing. Auditors are charged tuition at the per credit hour rate.

### **ADVANCED STANDING**

An applicant who qualifies for admission and who has satisfactorily completed part of his or her legal education in another ABA-approved law school may be admitted to an upper class with advanced standing. Four completed semesters in residence at Boston College that immediately precede the awarding of the degree will be required. Transfer applicants must submit the application form and fee, the LSDAS report, a law school transcript, a letter of good standing from his or her law school dean, and a recommendation from a law school professor. Applications are due by July 1 from those wishing to enroll for the fall semester.

### **DUAL DEGREE PROGRAM IN LAW AND BUSINESS ADMINISTRATION**

The Carroll School of Management and the Law School at Boston College have a dual J.D./M.B.A. program. Students in the program are required to be admitted independently to both schools. Credit for one semester's courses in the M.B.A. program is given towards the J.D. degree, and, similarly, credit for one semester's courses in the Law School is given towards the M.B.A. degree. Both degrees can thus be obtained within four academic years, rather than the five required for completing the two degrees separately. Interested students can obtain detailed information from the Admission Offices of both schools.

### **DUAL DEGREE PROGRAM IN LAW AND SOCIAL WORK**

The Graduate School of Social Work and the Law School at Boston College have a dual J.D./M.S.W. program designed for students interested in serving the combined legal and social welfare needs of individuals, families, groups, and communities. Students may obtain the two degrees in four years, rather than the usual five years. Dual degree candidates must apply to, and be accepted by, both schools. Interested students can obtain more information from the Admission Offices of both schools.

### **DUAL DEGREE PROGRAM IN LAW AND EDUCATION**

The dual degree program in Law and Education is designed for students who are interested in serving the combined legal and educational needs of students, families, and communities in our nation. The program reflects the University's mission to promote social justice and to prepare men and women for service to others. The program is particularly designed to prepare students to meet the needs of individuals who have traditionally not been well-served by the nation's schools. The program is designed to serve the needs of persons who wish to combine knowledge about education and applied psychology with legal knowledge and skills to better serve their clients and constituencies. The program offers an opportunity to further the University's goals in promoting interdisciplinary inquiry and integrating the work of service providers.

Students admitted to the program may expect to receive both a Master's degree in Education (M.Ed. or M.A.) and the Juris Doctor (J.D.) degree in approximately three and a half years, rather than the four or more years such degrees would normally entail if taken separately.

Students seeking to pursue the J.D./M.Ed. or M.A. dual degree must be duly admitted to their intended Education program and to the Law School. Any student seeking certification, or education or human services licensure must meet all of the requirements in the Lynch School of Education for that certification/licensure.

### **OTHER DUAL STUDY PROGRAMS**

Law students are permitted to take a maximum of four graduate level courses (12 credits) in other departments during their final two years with the consent of the Associate Dean. Also, students may cross-register for certain courses at Boston University School of Law. A list of courses is made available prior to confirmation of registration. Tuition for dual programs is separately arranged. From time to time individual students have also made special arrangements, with the approval of the Associate Dean for Academic Affairs, for dual study programs with other schools and departments at Boston College or in some instances, with other universities in the Boston area.

### **LONDON PROGRAM**

The Law School has a semester-abroad program with Kings College at the University of London. Students in the London Program have the opportunity to enroll in courses taught in the LL.M. curriculum at Kings College, and participate in a clinical European Law and Practice externship as well. Student placements have included positions with the court system as well as governmental and non-governmental law offices and are supervised by a full-time member of the Boston College Law School faculty.

## INFORMATION

For more detailed information regarding course offerings, applicants should consult the Boston College Law School Bulletin that may be obtained by writing to the Office of Admissions and Financial Aid, Boston College Law School, 885 Centre Street, Newton, MA 02459, or by emailing the office at [bclawadm@bc.edu](mailto:bclawadm@bc.edu). Course descriptions and scheduling information are also available on the BCLS website at <http://www.bc.edu/law/>.

*Faculty*

**Arthur L. Berney**, *Professor Emeritus*; A.B., LL.B., University of Virginia

**Robert C. Berry**, *Professor Emeritus*; A.B., University of Missouri; LL.B., Harvard University

**Peter A. Donovan**, *Professor Emeritus*; A.B., J.D., Boston College; LL.M., Georgetown University; LL.M., Harvard University

**John M. Flackett**, *Professor Emeritus*; LL.B., University of Birmingham, England; LL.B., St. John's College, Cambridge University; LL.M., University of Pennsylvania

**Richard G. Huber**, *Professor Emeritus*; B.S., U.S. Naval Academy; J.D., University of Iowa; LL.M., Harvard University; LL.D., New England School of Law; LL.D., Northeastern University

**Cynthia C. Lichtenstein**, *Professor Emerita*; A.B., Radcliffe College; LL.B., Yale University; M.C.L., University of Chicago

**Francis J. Nicholson, S.J.**, *Professor Emeritus*; A.B., A.M., Boston College; Ph.L., S.T.L., Weston College; LL.B., LL.M., Georgetown University; LL.M., S.J.D., Harvard University

**Filippa Anzalone**, *Professor and Associate Dean for Library and Computing Services*; B.A., Smith College; M.S., Simmons College Graduate School of Library and Information Science; J.D., Suffolk University Law School

**Hugh J. Ault**, *Professor*; A.B., LL.B., Harvard University

**Charles H. Baron**, *Professor*; A.B., Ph.D., University of Pennsylvania; LL.B., Harvard University

**Mary S. Bilder**, *Professor*; B.A., University of Wisconsin at Madison; A.M., J.D., Ph.D., Harvard University

**Robert M. Bloom**, *Professor*; B.S., Northeastern University; J.D., Boston College

**Mark S. Brodin**, *Professor*; B.A., J.D., Columbia University

**George D. Brown**, *Professor*; A.B., J.D., Harvard University

**Daniel R. Coquillette**, *Rev. Monan, S.J., University Professor*; A.B., Williams College; M.A., Oxford University; J.D., Harvard University

**Lawrence A. Cunningham**, *Professor and Associate Dean for Academic Affairs*; B.A., University of Delaware; J.D., Benjamin Cardozo School of Law

**Scott T. FitzGibbon**, *Professor*; A.B., Antioch College; J.D., Harvard University; B.C.L., Oxford University

**Frank Garcia**, *Professor*; B.A., Reed College; J.D., University of Michigan

**John Garvey**, *Professor and Dean*; A.B., Notre Dame University; J.D., Harvard University

**Phyllis Goldfarb**, *Professor*; B.A., Brandeis University; Ed.M., Harvard University; J.D., Yale Law School; LL.M., Georgetown University

**Kent Greenfield**, *Professor*; A.B., Brown University; J.D., University of Chicago

**Ingrid Hillinger**, *Professor*; A.B., Barnard College; J.D., College of William & Mary

**Ruth-Arlene W. Howe**, *Professor*; A.B., Wellesley College; M.S.W., Simmons College; J.D., Boston College

**Sanford N. Katz**, *Libby Professor*; A.B., Boston University; J.D., University of Chicago; Sterling Fellow, Yale Law School

**Thomas C. Kohler**, *Professor*; B.A., Michigan State University; J.D., Wayne State University; LL.M., Yale University

**Ray Madoff**, *Professor*; A.B. Brown University; J.D., LL.M., New York University

**Judith A. McMorrow**, *Professor*; B.A., B.S., Nazareth College; J.D., University of Notre Dame

**Zygmunt J. B. Plater**, *Professor*; A.B., Princeton University; J.D., Yale University; LL.M., S.J.D., University of Michigan

**James R. Repetti**, *Professor*; B.A., Harvard University; M.B.A., J.D., Boston College

**James S. Rogers**, *Professor*; A.B., University of Pennsylvania; J.D., Harvard University

**Mark R. Spiegel**, *Professor*; A.B., University of Michigan; J.D., University of Chicago

**Catherine Wells**, *Professor*; B.A., Wellesley College; M.A., Ph.D., University of California at Berkeley; J.D., Harvard University

**David A. Wirth**, *Professor and Director of International Programs*; A.B., Princeton University; A.M., Harvard University; J.D., Yale University

**Alfred C. Yen**, *Professor and Director of Emerging Enterprises and Business Law*; B.S., M.S., Stanford University; J.D., Harvard University

**R. Michael Cassidy**, *Associate Professor*; B.A., University of Notre Dame; J.D., Harvard University

**Anthony Farley**, *Associate Professor*; B.A., University of Virginia; J.D., Harvard University

**Dean M. Hashimoto**, *Associate Professor*; A.B., Stanford University; M.S., University of California at Berkeley; M.O.H., Harvard University; M.D., University of California at San Francisco; J.D., Yale University

**Frank R. Herrmann, S.J.**, *Associate Professor*; A.B., Fordham University; M.Div., Woodstock College; J.D., Boston College

**Joseph Liu**, *Associate Professor*; B.A., Yale University; J.D., Columbia University; LL.M., Harvard University

**Sharon Hamby O'Connor**, *Associate Professor*; B.A., Southern Methodist University; M.S.L.S., Columbia University; J.D., Harvard University; M.E.S., Yale University

**Renee M. Jones**, *Assistant Professor*; A.B., Princeton University; J.D., Harvard University

**Gregory Kalscheur, S.J.**, *Assistant Professor*; B.A., Georgetown; J.D., University of Michigan; M.Div., S.T.L., Weston Jesuit School of Theology

**Mary-Rose Papandrea**, *Assistant Professor*; B.A., Yale University; J.D., University of Chicago

**Alexis Anderson**, *Associate Clinical Professor*; B.A., Wake Forest; J.D., University of Virginia

**Daniel Barnett**, *Associate Professor of Legal Reasoning, Research, and Writing*; B.A., J.D., University of the Pacific

**Sharon Beckman**, *Associate Clinical Professor*; A.B., Harvard University; J.D., University of Michigan Law School

**Joan Blum**, *Associate Professor of Legal Reasoning, Research and Writing*; A.B., Harvard College; J.D., Columbia Law School

**Mary Ann Chirba-Martin**, *Associate Professor of Legal Reasoning, Research, and Writing*; B.A., Colgate University; J.D., Boston College; M.P.H., Harvard School of Public Health

**Jane K. Gionfriddo**, *Associate Professor and Director of Legal Reasoning, Research, and Writing*; B.A., Wesleyan University; J.D., Boston University

**Daniel Kanstroom**, *Associate Clinical Professor and Director of Human Rights Programs*; B.A., State University of New York, Binghamton; J.D., Northeastern University; LL.M., Harvard University

**Elisabeth Keller**, *Associate Professor of Legal Reasoning, Research, and Writing*; B.A., Brandeis University; M.A., J.D., Ohio State University

**Alan Minuskin**, *Associate Clinical Professor*; B.A., University of Miami; J.D., New England School of Law

**Evangeline Sarda**, *Associate Clinical Professor*; B.A., Yale University; J.D., Columbia University

**Francine T. Sherman**, *Adjunct Associate Professor*; B.A., University of Missouri; J.D., Boston College

**Judith B. Tracy**, *Associate Professor of Legal Reasoning, Research, and Writing*; B.A., University of Michigan; J.D., University of Chicago

**Paul Tremblay**, *Clinical Professor*; B.A., Boston College; J.D., University of California at Los Angeles

**Carwina Weng**, *Assistant Clinical Professor*; B.A., Yale University; J.D., New York University School of Law

**Hon. Herbert P. Wilkins**, *Visiting Professor*; LL.B., Harvard Law School

## Wallace E. Carroll School of Management

### UNDERGRADUATE PROGRAM DESCRIPTION

#### MISSION STATEMENT

Founded as the College of Business Administration at Boston College in 1938, and later named the Wallace E. Carroll School of Management, in honor of a distinguished alumnus, the school identifies its mission in these terms:

The Carroll School of Management educates undergraduates preparing for careers in management, graduate students aspiring to greater responsibilities in a complex global economy, and practitioners and executives seeking renewed vision and new skills for that economy. Vigorous teaching, learning, and research that advances business theory and enhances management practice are crucial means to these ends. Our current efforts are a partnership of students, faculty, staff, the business community, and the broader academic community. We seek and value the support and counsel of our alumni and the wider business community. We aspire to be an effective and caring organization for our immediate community, and we strive to orchestrate all our efforts for the service of the many communities, local, national, and global, which sustain us.

The undergraduate curriculum, which combines a broad liberal arts background with specialized training in a management discipline, prepares students for leadership roles in business and society. The Carroll School of Management provides future managers with a knowledge of the methods and processes of professional management and an understanding of the complex and evolving social system within which they will apply this knowledge.

#### Philosophy of Undergraduate Education

Future managers will bear great professional responsibilities. A pervasive concern with the ethical and moral dimension of decision making informs the undergraduate management curriculum. In outline, the program seeks to:

- instill a humane managerial perspective characterized by high personal and ethical standards
- prepare students with the necessary skills in analytical reasoning, problem solving, decision making, and communication to make them effective contributing leaders and managers in society
- develop a multicultural and global perspective on the interactions within and between organizations and their members
- convey a thorough appreciation of the functional interrelationships among management disciplines
- communicate a clear understanding of the reciprocity of business organizations to the societies in which they operate
- empower students to initiate, structure, and implement learning that leads to self-generated insights and discoveries
- prepare students to use advanced information and control technologies relevant to the management of organizations

We believe that the combination of liberal study and core and specialized business disciplines creates baccalaureate candidates who possess unusual breadth and depth of understanding of management and who will be thoughtful contributors to civic life.

#### Information for First Year Students

In most ways, the first year in the Carroll School of Management resembles the first year in the College of Arts and Sciences. CSOM freshmen are expected to focus their study on aspects of the University's Core curriculum and foreign language requirement (described in the University Policies and Procedures section); the study of courses required in the Management Core, with the exceptions noted below, usually begins in earnest in sophomore year.

During freshman year, CSOM students should complete the Writing Seminar and the Literature requirement as well as one semester of Calculus (MT 100 or higher) and one semester of Statistics (EC 151). These four courses, or their equivalent via Advanced Placement, are indispensable in the first year. The only other strict requirement for CSOM freshmen is the completion of MH 011 Introduction to Ethics in either semester. Note that there is no necessary sequence for the above mentioned courses; they may be taken in any order, either semester, during the first year. We also recommend that students complete CS 021 Computers in Management during the first year.

What other courses should a freshman pursue? If a student has yet to fulfill the language requirement (see elsewhere in this section for the variety of ways in which it can be satisfied), language study is in order. Note that students contemplating study abroad, and cognizant of the increasingly global nature of business, are well advised to hone existing language skills and consider beginning study of another language. Proficiency in several languages constitutes a significant advantage for aspiring business people. Boston College's international programs include a number of programs—from Scandinavia to the Pacific Rim—which are especially attractive for CSOM students.

Freshmen should also consider enrolling in one of the University's hallmark programs, PULSE and Perspectives, which fulfill both the Philosophy and the Theology Core requirements. Perspectives, in fact, is restricted to freshmen; PULSE may be taken at any time during a student's Boston College career.

Other possibilities for freshman year include the Modern History sequence, the two-semester Principles of Economics sequence, and a pair of science courses.

While the preceding remarks capture a range of possibilities, even greater possibilities await a student possessed of advanced placement, transfer, or international baccalaureate credit. Such students should consult carefully with the Associate Dean and their faculty orientation advisor in crafting a plan of study for first year.

#### Management Courses

- 1 MM 011 Introduction to Ethics (1 credit-freshman)
- 1 EC 131 Principles of Economics I-Micro (freshman or sophomore)
- 1 EC 132 Principles of Economics II-Macro (freshman or sophomore)
- 1 CS 021 Computers in Management (freshman or sophomore)
- 1 MA 021 Financial Accounting (sophomore or spring, freshman year)
- 1 MA 022 Managerial Accounting (sophomore)
- 1 EC 151 Statistics (freshman year, either fall or spring)
- 1 MJ 021 Introduction to Law (sophomore or junior)
- 1 MB 021 Organizational Behavior (sophomore or junior)
- 1 MD 021 Operations Management (junior)
- 1 MF 021 Basic Finance (junior)

- 1 MK 021 Basic Marketing (junior)
- 1 MD 099 Strategy and Policy (senior)
- 4-6 CSOM concentration courses (junior, senior)
- 2-6 Electives (Any year—may be taken in any division of Boston College with the proviso that at least one-half of each student's course work must be completed within Arts and Sciences.) With the exception of MD 099 Strategy and Policy, all Management Core courses usually are completed by the end of the junior year. Students who have transferred, who have done a semester or a year abroad, or who have had deficiencies may have to modify their schedules somewhat.

The prerequisites, which are listed in the individual course descriptions, must be followed.

### **Arts and Sciences Majors**

Students who have a very strong interest in an area in Arts and Sciences may complete a major in the College of Arts and Sciences by careful use of their electives. For example, it is possible to graduate with a concentration in Finance and a major in Philosophy or Marketing and History. Students interested in this option should contact the Carroll School of Management Undergraduate Associate Dean and the department chairperson in the College of Arts and Sciences as early in their studies as possible.

### **Premedical Studies**

Carroll School students are also eligible to pursue a premedical course of study in addition to their management curriculum.

### **International Study**

Studying and living in another country enables students to broaden their horizons and experience a different culture, and Carroll School of Management students are encouraged to spend at least a semester studying abroad, usually during junior year. All students interested in international study should visit the Office of International Programs early in their sophomore year and then the CSOM Undergraduate Associate Dean.

The Office of International Programs administers a growing number of programs for Boston College. CSOM students may avail themselves of opportunities for study in excellent institutions in the Pacific Rim, continental Europe and the United Kingdom, South America, and Eastern Europe, among others. See elsewhere in this Catalog for a full listing. The Director of International Programs is Marian St. Onge, Hovey House.

Students in the Honors Program, students with two concentrations, transfer students, and other students with special circumstances should plan their schedules carefully. Students in the Honors Program should seek advice on planning from David McKenna, Honors Program Director. In order to receive permission to study abroad, students typically need a 3.2 average.

### **SPECIAL PROGRAMS**

#### **Management Honors Program**

The Honors Program has as its goal the development of professional skills and leadership ability in the organizational world.

Students are invited to join the Honors Program as entering freshmen. Students wishing to be considered for admission to the Honors Program after freshman year must have a Dean's List average for freshman year, exhibit an ability to work well with others, and desire to develop abilities by being involved in the functions associated with the

program. Throughout the program, a participant is expected to remain on the Dean's List and actively participate in planning and executing program functions.

Honors students enroll in Honors sections of Management Core courses, take a special course in Advanced Statistics and complete two courses—MH 126 Management Communication Skills and MH 199 Senior Honors Thesis—above and beyond the 38 courses required for the degree.

#### **Pre-Professional Studies for Law**

Prelaw students need clear reasoning power, a facility for accurate expression, a mature balance of judgment, and the ability to appreciate the moral, social, and economic problems related to the administration of justice in modern society. The Carroll School of Management offers an ideal opportunity to develop these qualities both through the Liberal Arts Core and specialized management courses, notably those case style courses which place a premium on analytical powers and a capacity in both oral and written expression.

Preprofessional students interested in law should contact Dom DeLeo, Director of Alumni, career services in the career center, and the University's prelaw advisor.

#### **The Ethics Initiative**

Regular Carroll School of Management courses integrate ethical issues in business and management. The 1-credit course described below is required for CSOM freshmen.

#### **MM 010 Perspectives on Management (Fall/Spring: 3)**

##### **Cross Listed with UN 010**

This course, taught by practitioners Peter Bell (BC '86) and John Clavin (BC '84) provides Boston College sophomores with an excellent opportunity to explore the functional disciplines of business from a real world perspective. Using a combination of lectures, case studies, readings and outside speakers, the course will provide you the opportunity to get grounded in each of these disciplines as well as get some outside views on careers in each of these areas. The course will also provide students a framework to explore and discuss cross-functional issues that effect business strategy and execution.

*Peter Bell*

*John Clavin*

#### **MM 011 Introduction to Ethics (Fall/Spring: 1)**

This is an introduction to ethics for Carroll School of Management freshmen. Students will learn the basic modes of ethical reasoning and concepts of moral development. Students will be asked to reflect on their own experiences and actions in light of these ideas.

### **GRADUATE PROGRAM DESCRIPTIONS**

#### **INTRODUCTION**

Boston College's Carroll School of Management graduate programs are recognized for offering innovative programs uniquely suited to today's challenging management environment. The School enrolls approximately 950 students in five highly regarded degree programs: the Master of Business Administration (M.B.A.), emphasizing hands-on, group learning and a global outlook; the Master of Science in Accounting (M.S. in Accounting) providing students with the advanced quantitative tools and the increasingly important understanding of business strategy; the Master of Science in Finance (M.S. in Finance), a

rigorous ten-course curriculum providing advanced financial skills; and the Ph.D. in Management with a concentration in Finance and the Ph.D. in Management with a concentration in Organization Studies, offering doctoral-level education for individuals interested in research and teaching. The Carroll School of Management Graduate Programs have developed many exciting options that enable students to individualize their management education. Among these are 18 dual degree programs, including the Master of Business Administration/Master of Science in Finance (M.B.A./M.S. in Finance); the Master of Business Administration/Juris Doctor (M.B.A./J.D.); and the Master of Business Administration/Master of Social Work (M.B.A./M.S.W.).

## MASTER OF BUSINESS ADMINISTRATION PROGRAM

The full-time and evening Master of Business Administration (M.B.A.) programs at Boston College help position students for career success by offering the management skills and perspectives most needed in today's increasingly global and technology-based business environment. The programs are distinguished by their stimulating mix of classroom and real-world learning, which provide students with abundant opportunities to apply their knowledge to solve actual business problems. The full-time and evening programs are each composed of 55 credit hours.

The full-time program is two-years in length. Students in the evening program generally attend classes two evenings a week and often take one or two courses during the summer session; the program is usually completed in three and a half or four years.

Eighteen credits are open to the student's election, with most students choosing to concentrate three of their electives in an area of specialization. Concentrations for students who wish to specialize in functional areas of management are offered in accounting, business law, computer science, economics, finance, management of information technology, management science, marketing, operations management, organization studies, and strategic management. In addition, cross-functional specialty concentrations are available in consulting, development of new ventures and entrepreneurship, international management, management of financial service institutions and management of technology. Techno-M.B.A. concentrations are available in financial information management, information technology venturing, managing information-intensive change, technology-based marketing, and technology strategies.

### M.B.A. Curriculum

#### Full-Time Program

##### Management Practice Courses

- MM 720 Management Practice I: Leading Organizations (6 credits)
- MM 730 Management Practice II: Acting in Organizations (5 credits)
- MD 740 Management Practice III: Strategy and Information Systems (3 credits)
- MD 750 Management Practice IV: Managing in a Changing World (3 credits)

##### Core Courses

- MA 713 Accounting (2 credits)
- MB 712 Managing People and Organizations (2 credits)
- MD 701 Economics (2 credits)

- MD 714 Statistics (2 credits)
- MD 716 Modeling and Decision Analysis (1 credit)
- MD 723 Operations Management (2 credits)
- MD 725 Managing in the Global Environment (1 credit)
- MF 722 Financial Management (2 credits)
- MK 721 Marketing (2 credits)

##### Core Electives

Two of the following courses (2 credits each):

- MA 726 Accounting Tools for Managers
- MB 728 Current Topics in Human Resources Management
- MD 729 Managing Operations for Competitive Advantage
- MF 727 Current Topics in Financial Management
- MJ 727 Managing the Legal Environment of Business
- MK 719 Key Strategies in Marketing

##### Electives

- 6 Electives (3 credits each)

#### Evening Program

##### Management Practice Courses

- MM 703 Management Practice I: Business Development Workshop (1 credit)
- MB 702 Management Practice II: Leadership Workshop (3 credits)
- MD 710 Management Practice III: Strategic Management (3 credits)
- MD 711 Management Practice IV: Social Issues in Management (3 credits)

##### Core Courses

- MA 701 Accounting (3 credits)
- MB 709 Managing People and Organizations (3 credits)
- MD 700 Economics (3 credits)
- MD 703 Computer Information Systems (3 credits)
- MD 705 Statistics (3 credits)
- MD 707 Operations Management (3 credits)
- MD 708 Managing in the Global Environment (3 credits)
- MF 704 Financial Management (3 credits)
- MK 705 Marketing (3 credits)

#### Dual Degree Programs

In response to the growing interest in combining management education with study in non-business fields, the Carroll School of Management has developed a number of dual degree programs in conjunction with other graduate and professional schools at Boston College.

Students interested in dual degree programs must apply and be admitted to both the Carroll School of Management and the participating school within the University.

Applicants should contact both admissions offices to learn about admission requirements, deadline dates, and appropriate entrance tests. The following are the 18 dual degree programs:

- M.B.A./Doctor of Philosophy in Management with a concentration in Finance (M.B.A./Ph.D.)
- M.B.A./Doctor of Philosophy in Sociology (M.B.A./Ph.D.)
- M.B.A./Juris Doctor (M.B.A./J.D.)
- M.B.A./Master of Arts in French (M.B.A./M.A.)
- M.B.A./Master of Arts in Higher Education (M.B.A./M.A.)
- M.B.A./Master of Arts in Hispanic Studies (M.B.A./M.A.)

- M.B.A./Master of Arts in Italian (M.B.A./M.A.)
- M.B.A./Master of Arts in Linguistics (M.B.A./M.A.)
- M.B.A./Master of Arts in Mathematics (M.B.A./M.A.)
- M.B.A./Master of Arts in Political Science (M.B.A./M.A.)
- M.B.A./Master of Arts in Russian (M.B.A./M.A.)
- M.B.A./Master of Arts in Slavic Studies (M.B.A./M.A.)
- M.B.A./Master of Science in Accounting (M.B.A./M.S.)
- M.B.A./Master of Science in Biology (M.B.A./M.S.)
- M.B.A./Master of Science in Finance (M.B.A./M.S. in Finance)
- M.B.A./Master of Science in Geology/Geophysics (M.B.A./M.S.)
- M.B.A./Master of Science in Nursing (M.B.A./M.S.)
- M.B.A./Master of Social Work (M.B.A./M.S.W.)

### **Other Study Options**

#### ***Certificate in Manufacturing Engineering***

The Operations, Information, and Strategic Management Department, in collaboration with Tufts University, offers a concentration that augments studies in management with study in manufacturing engineering. Students take four of their electives at Tufts to earn a Certificate in Manufacturing Engineering. The program offers an interdisciplinary curriculum with hands-on research and project opportunities in conjunction with the Tufts Manufacturing Resource Center.

#### ***Global Management Opportunities***

In response to the growing importance placed by corporate employers on a broad range of global experiences, the Carroll School of Management offers numerous opportunities for firsthand study of managerial decision making in global organizations and environments.

#### **International Management Experience**

Offered annually at the end of the spring semester, the IME affords an exceptional opportunity for students to visit leading corporations and government agencies in Asia and Europe. Participants meet with business leaders and officials, and observe the application of management principles and strategies in the global arena. The economic, cultural, and social factors that affect the conduct of business in a variety of industries and context are explored in-depth.

#### **International Dual Degree**

The M.B.A./Diplome de Formation International is a two-year dual degree program offered by Boston College and the Robert Schuman University of Strasbourg, France, a leading European management school. Students earn a M.B.A. from Boston College and a Diplome de Formation International, a French graduate degree in international management from Strasbourg. Participating students study for a semester and one or two summers in Strasbourg, a major center of commerce and politics. The degree is completed in two years of full-time study.

#### **Other Study Abroad Opportunities**

The Boston College Carroll School of Management links students with other leading management schools around the world for a semester during the second year of full-time study. Participating graduate business schools include:

- China-Beijing International Management Center, Peking University, Beijing
- France-ESC Brest, ESC Bordeaux, and ESC Clermont
- Ireland-Smurfit Graduate School of Business, University College Dublin

Students may arrange for study at other internationally recognized institutions to suit their interests. Students have studied at Erasmus University in Holland, the London School of Economics, and other highly acclaimed institutions. Students may also pursue an approved semester of overseas study as part of the International Management concentration, another option within the curriculum for students interested in honing their global perspectives.

#### ***Special Study***

In some instances, students may wish to pursue specific areas that are not included in the regular program of study. In the second half of the M.B.A. program, there are options available to meet this need.

#### **Independent Study Project**

A student may propose an independent study project to a faculty member; the satisfactory completion of the project will substitute for elective credits in the second level of the curriculum. To qualify for an independent study project, the student must submit a written proposal for the endorsement of the faculty member and the Director of Graduate Curriculum and Research.

### **MASTER OF SCIENCE IN ACCOUNTING**

Boston College's M.S. in Accounting program teaches its students the knowledge and skills necessary to succeed in the accounting profession and related fields. The program builds on the student's undergraduate foundation, and equips them with the business, interpersonal, and quantitative tools required of future leaders in an increasingly complex and competitive profession. In addition, the program is designed to satisfy the 150-hour requirement for the certified public accountant (CPA) examination in effect in most states.

Core accounting courses presented in richly detailed business contexts allow our students to use their technical expertise in practical business contexts. There are four required courses covering accounting topics. Students also take six electives, which allow them to develop strength in other disciplines as well as additional accounting topics. Electives can be fulfilled from the majority of the Carroll School of Management's graduate course offerings and may include courses in subjects such as marketing and finance.

The ten-course program is offered primarily on a full-time basis. Students also have flexibility with respect to the timing of their courses and may enroll in June or September. Students have the option of taking classes under a summer/summer structure over two years, with time off during the intervening fall and winter/spring. This is a popular option for undergraduate accounting students who have secured full-time employment before entering the M.S. in Accounting program. Students may also follow a traditional academic year structure, taking classes in the fall and spring semesters. All students must take a minimum of two of the four core courses during summer sessions. These courses are only offered during the day.

#### ***M.S. in Accounting Core Courses***

- MA 824 Financial Statement Analysis
- MA 825 Assurance and Consulting Services
- MA 826 Taxes and Management Decision
- MA 827 Strategic Cost and Profitability Analysis

#### ***Electives***

Six electives (three credits each).

## MASTER OF SCIENCE IN FINANCE

Boston College's Master of Science in Finance (M.S. in Finance) program teaches students to understand complex financial problems. The program builds on the student's foundation of business and quantitative skills and adds advanced financial training. The program's unique depth and focus mean that graduates leave with capabilities rare among financial analysts, and have many attractive career options. An extensive review of fundamental tools and concepts in finance provides students with a foundation for advanced work in corporate finance, investments, and financial institutions. There are eight required courses covering these areas, and two electives in such specialties as portfolio theory, international finance, and the structure of corporations and markets.

The ten-course program is designed to be completed in one year of full-time study or 21 months of part-time study, including one summer. Most students in the program have a bachelor's or master's degree in a business discipline; students with backgrounds in other fields are generally required to complete prerequisites in management courses.

### M.S. in Finance Curriculum, Full-Time

#### Fall

- MF 801 Investments
- MF 807 Corporate Finance
- MF 820 Management of Financial Institutions
- MF 852 Financial Econometrics

#### Spring

- MF 880 Fixed Income Analysis or MF 803 Portfolio Theory
- MF 860 Derivatives and Risk Management
- MF 881 Theory of Corporate Finance
- One elective

#### Summer

- MF 808 Financial Policy
- One elective

### M.S. in Finance Curriculum, Part-Time

#### Fall

- MF 801 Investments
- MF 852 Financial Econometrics

#### Spring

- MF 807 Corporate Finance
- MF 820 Management of Financial Institutions

#### Summer

- MF 880 Fixed Income Analysis or MF 803 Portfolio Theory
- One elective

#### Fall

- MF 860 Derivatives and Risk Management
- MF 881 Corporate Finance Theory

#### Spring

- MF 808 Financial Policy
- One Elective

## PH.D. IN MANAGEMENT WITH A CONCENTRATION IN FINANCE

The Ph.D. in Management with a concentration in Finance provides graduates with the knowledge and analytical abilities they need to

teach and to pursue research of the highest quality. These goals require an education that combines theory, applied research, and teaching experience.

The program begins with systematic and rigorous training in quantitative methods and economic and financial theory. A research paper, due at the end of the student's first summer in the program, begins to develop the student's ability to do original research. This development culminates in the dissertation. Training in teaching is provided in the second through fourth years, when the student participates in teaching workshops and acquires experience in the classroom.

### Ph.D. in Management with a Concentration in Finance Curriculum

#### First Year/Fall

- MF 820 Management of Financial Institutions
- EC 720 Mathematics for Economists
- EC 740 Microeconomic Theory I
- EC 770 Statistics

#### First Year/Spring

- MF 891 Ph.D. Seminar: Corporate Finance
- EC 741 Microeconomic Theory II
- EC 760 Econometrics I
- Elective\* (Economics or Finance)

#### Second Year/Fall

- MF 890 Ph.D. Seminar: Capital Markets
- MF 863 Ph.D. Seminar: Asset Pricing Theory
- EC 761 Econometrics II
- EC 827 Econometric Theory I or substitute

#### Second Year/Spring

- MF 866 Ph.D. Seminar: Financial Econometrics
- EC 828 Econometric Theory II or substitute
- Elective\* (e.g., Time Series Econometrics)

#### Third Year/Fall

- MF 892 Ph.D. Seminar: Workshop in Teaching
- Elective\*
- Dissertation

#### Third Year/Spring

- Elective\*
- Dissertation

#### Fourth Year/Fall

- Dissertation

#### Fourth Year/Spring

- Dissertation

\*Four Electives (At least one of the electives should be in econometrics/advanced methods, such as EC 821 Time Series Econometrics or EC 822 Cross Section and Panel Econometrics.)

## PH.D. IN MANAGEMENT WITH A CONCENTRATION IN ORGANIZATION STUDIES

The Ph.D. in Management with a concentration in Organization Studies prepares students for careers in research and teaching in organizational behavior and related fields. The intellectual theme of the program emphasizes organizational transformation: fundamental changes in organizations that influence their character and

effectiveness. The program combines courses in theory and applied research, along with practical experience in teaching and consulting. Students are expected to engage in research from the outset of the program.

Students typically fulfill requirements by completing 18 courses, the majority in the first two years of the program. In the first year, students receive systematic and rigorous training in organizational theory, statistics, research methods, and organizational change. During the second year, students also receive training in teaching skills, as well as the opportunity to teach. Additional requirements include successful completion of a comprehensive exam at the end of the first year, a research paper by the end of the second year, and a dissertation proposal by the start of the third year. The final portion of the program is devoted to the preparation and defense of a dissertation.

### **Ph.D. in Management with a Concentration in Organization Studies Curriculum\***

\*For students without prior management education

#### ***First Year/Fall***

- MB 850 Micro-Organizational Theory
- MB 852 Perspectives on Individual and Organizational Change
- MB 854 General Linear Methods
- MB 871 Quantitative Research Methods

#### ***First Year/Spring***

- MB 813 Multi-Variate Methods
- MB 851 Macro-Organizational Theory
- MB 870 Qualitative Research Methods
- MB 880 Action Research Methods

#### ***First Year/Summer***

- Comprehensive Examination
- Paper proposal by fall of second year

#### ***Second Year/Fall***

- MB 853 Organizational Change and Transformation
- MB 872 Research Seminar I
- Economics (M.B.A. course)
- Accounting (M.B.A. course)

#### ***Second Year/Spring***

- MB 881 Teaching Practicum
- MB 898 Independent Research I
- Marketing (M.B.A. course)
- Finance (M.B.A. course)

#### ***Second Year/Summer***

- Paper finished
- Prepare thesis proposal

#### ***Third Year/Fall***

- MB 873 Research Seminar II
- Competitive Strategic Management (M.B.A. course)
- Elective
- Elective

#### ***Third Year/Spring***

- MB 899 Independent Research II
- Elective
- Elective

#### ***Fourth Year/Fall/Spring/Summer***

- Dissertation

### ***Advanced Standing and Equivalency for Graduate Degrees***

#### **Undergraduate Course Work**

M.B.A. students who have no prior graduate management education, but have demonstrated mastery of a core subject area may receive advanced standing credit for up to two courses, thus reducing the total number of courses required to complete the M.B.A. degree. Typically, if a student has an undergraduate major in a core course area or has taken advanced courses in that area with grades of B or better, a student is eligible to receive advanced standing credit. In unusual circumstances, a student will be given the opportunity to demonstrate competency in an examination. Students who have demonstrated mastery at the undergraduate level in more than two subjects may substitute an elective for a core course.

#### **Graduate and Professional Course Work**

Students who have completed graduate management courses at other AACSB-accredited institutions or who have recognized professional certification (e.g., CPA, CFA) may receive advanced standing for a maximum of 12 semester credit hours. Students must have a minimum grade of B in all completed course work. Students who have completed graduate management courses at non-AACSB accredited institutions will not be granted advanced standing, but may be allowed to substitute an elective for a core course.

#### **Advanced Standing for Graduate Degrees**

Applicants may receive up to 12 credits of advanced standing, elective credit for master's or doctorates in any of the fields in which the Carroll School of Management offers a dual degree, concentration, or certificate program (including accounting, biology, finance, geology, law, economics, social work, nursing, certain linguistics, sociology, and engineering). Advanced standing for graduate degrees are granted only to accepted students with masters' or doctorates from nationally accredited, established programs in the United States.

#### ***Transfer Policy***

Students should be aware that to meet the different credit and course requirements of the full-time and evening M.B.A. programs, course work in one program might not comparably meet the needs of the other. Interested students should consult with the Director of Graduate Curriculum and Research to determine their best course of action. Students in the evening program who wish to accelerate their course work may take an increased course load in the evening, without needing to meet different requirements.

Students who wish to be considered for admission to another program (e.g., an Evening student seeking to apply to Full-Time) must apply and be accepted to the program of interest. A student's original application may be used for application.

#### **Admission Information**

##### ***Master of Business Administration***

The Carroll School of Management welcomes applications from graduates of accredited colleges and universities. For the M.B.A. program, the Admissions Committee considers applicants with academic

backgrounds from virtually all areas of study, including liberal arts, business administration, social sciences, physical sciences, engineering, and law.

Courses in business administration or management are not required for admission to the Carroll School of Management's M.B.A. program. However, students are expected to be proficient in English and mathematics. In addition, all applicants are expected to take the GMAT.

In M.B.A. candidates, the Admissions Committee looks for evidence of academic and management potential. Work experience and prior academic performance are significant criteria in their evaluation. In general, students enter the program after at least two years of full-time work experience. Leadership and community involvement are also important factors in admissions decisions.

### ***Master of Science in Accounting***

The M.S. in Accounting program considers applicants with academic backgrounds from virtually all areas of study, including liberal arts, business administration, social sciences, physical sciences, engineering, and law.

Courses in business administration or management are not required for admission to the Carroll School of Management M.S. in Accounting program. However, students are expected to be proficient in English. In addition, all applicants are required to take the GMAT.

The Admissions Committee looks for evidence of superior intellectual ability, excellent communication and interpersonal skills, and the potential for a successful career in the accounting profession. Sound undergraduate scholarship, together with internship/work experience, and leadership and community involvement are significant criteria in their evaluation. Work or internship experience is not required to apply to the program, however, it can strengthen a candidate's application.

### ***Master of Science in Finance***

Most students enter the M.S. in Finance program with a background in business or management. Applicants with undergraduate or graduate degrees in other subject areas are encouraged to apply early so that they will have the opportunity to fulfill prerequisites that may be required. An applicant's quantitative skills are weighed heavily in the admissions decision. The GMAT is required for admission.

### ***M.B.A. Dual Degrees: Master of Science in Finance or Master of Science in Accounting***

Students must be admitted to both the M.B.A. and M.S. in Finance or M.S. in Accounting programs to enter the Dual Degree program. The M.B.A./M.S. in Finance program is highly analytical, and an applicant's quantitative skills are weighed heavily in the admission decision. Students are expected to be proficient in English and mathematics. The GMAT is required for admission.

The M.B.A./M.S. in Accounting program is for individuals interested in careers in public accounting, financial analysis, or financial management in a corporate or not-for-profit environment. Students are expected to be proficient in English. The GMAT is required for admission.

### ***Ph.D. in Finance***

Admission to the Ph.D. program in Finance is open to applicants who show evidence of strong intellectual abilities, a commitment to research and teaching, and previous preparation in an analytical field. Students are required to have demonstrated competence and basic

knowledge of finance. A student entering the program without such a background may be required to take additional courses. The GMAT or GRE is required for admission.

### ***Ph.D. in Organization Studies***

Admission to the Ph.D. program in Organization Studies is open to applicants who show evidence of strong intellectual capabilities, a commitment to research and teaching, and previous academic preparation in fields related to management. Students are required to have demonstrated competence in the functional areas of management. Applicants who have not already received a M.B.A., or have not completed the equivalent of the M.B.A. core curriculum prior to entering the program may be required to take additional courses. The GMAT or GRE is required for admission.

### ***International Students***

All applicants who completed their undergraduate course work outside the United States must have the equivalent of an American bachelor's degree (equivalency to be determined by the Associate Dean of the School). In addition, all students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL). This requirement is waived for applicants who have completed a four-year course of study or have been enrolled for the past two years in a college or university in the United States, Canada, Great Britain, Australia, or New Zealand. The minimum score on the TOEFL is 600 (or 250 on computer-based scores). An official score report should be sent to the Carroll School of Management, Fulton 315, Boston College, Chestnut Hill, MA 02467-3808, United States.

Accepted international applicants must provide financial certification for two years for the M.B.A. program and one year for the M.S. in Finance program. Prospective international students with particular questions may wish to contact the Boston College Intercultural Office, McElroy Commons 114, Chestnut Hill, MA 02467, USA; telephone: 617-552-8005; fax: 617-552-3473.

### ***Financial Assistance***

#### ***Graduate Assistantships and Scholarships***

The Carroll School of Management offers a number of assistantships and scholarships to full-time M.B.A., M.S. in Finance, and dual M.B.A./M.S. in Finance students. Assistantships and scholarships are merit-based awards. Awardees usually have two or more years of full-time work experience, 658 or above on the GMAT, 3.33 or above grade point average, and a strong set of application materials. NOTE: Interested applicants must submit with their application a current resume and a cover letter describing their skills and areas of interest. These materials must be submitted by October 15, 2005 for January 2006 entrance to the M.S. in Finance program; or submitted by March 1, 2006 for September 2006 entrance to the M.B.A. and M.S. in Finance programs.

Graduate assistantships involve research or administrative duties in exchange for a stipend. M.B.A. assistantships are generally 10-hour per week assignments. M.S. in Finance assistantships are generally 8-16 hour per week assignments. Assistantships are available to both domestic and international applicants and can be offered in combination with academic scholarship awards. Scholarships are awarded on the basis of merit and vary in amount.

Decisions regarding assistantships and scholarships are made in April and May for September admission. Students who receive a scholarship or assistantship during the first year of the M.B.A. program and

maintain a cumulative grade point average of at least a 3.0 are eligible for consideration for continuing support during the second year, subject to performance evaluation by their supervisor.

Ph.D. candidates, upon completion of any necessary prerequisite courses, receive full tuition remission and an annual stipend for up to four years of full-time study. In return, each candidate works as a research assistant the first two years and as either a research assistant or a teaching assistant for the second two years.

### ***University-Administered Financial Aid***

In addition to the assistantships and scholarships offered through the Carroll School of Management, the Office of Student Services offers a variety of programs to help students finance their education. Students should be aware that most loan programs charge an origination fee and should factor this into their financial planning.

## **CAREER SERVICES AND PLACEMENT**

The Office of Graduate Management Career Services supports students in achieving their career goals through placement initiatives, career coaching, recruiting, and other services. In addition, the office serves as a bridge to corporations through its outreach activities and links to Boston College's worldwide alumni network. Specific services include: Board of Career Assessment and Advising, Advisors Mentoring Program; Recruiting Program, Corporate Presentations and Informational Sessions; Interview Preparation; Resume Books; Corporate Outreach; Alumni Advisory Network, and other relevant Career Resources.

## **ACCREDITATION**

The Carroll School of Management is accredited by the American Assembly of Collegiate Schools of Business (AACSB). The School is also a member of the Graduate Management Admission Council (GMAC) and the New England Association of Graduate Admission Professionals.

## **FOR MORE INFORMATION**

For a more detailed description of course offerings and academic policies, applicants should consult the Graduate Programs Courses, Faculty, and Academic Policies guide. Information is also available at <http://www.bc.edu/carroll/>.

Prospective students should direct inquiries to the specific program in which they are interested:

**M.B.A.:** M.B.A. Office of Admissions, Carroll School of Management, Boston College, Fulton Hall, Room 315, Chestnut Hill, MA 02467-3808; telephone: 617-552-3920; fax: 617-552-8078; <http://www.bc.edu/mba/>.

**M.S. in Finance and Ph.D. in Finance:** Graduate Finance Programs, Carroll School of Management, Boston College, Fulton Hall, Room 315, Chestnut Hill, MA 02467-3808; telephone: 617-552-4488; fax: 617-552-8078; <http://www.bc.edu/msf/>.

**M.S. in Accounting:** M.S. in Accounting Program, Boston College, Carroll School of Management, Fulton Hall, Room 520, Chestnut Hill, MA 02467-3808; telephone: 617-552-1371; fax: 617-552-6836; <http://www.bc.edu/msa/>.

**Ph.D. in Organization Studies:** Department of Organization Studies, Carroll School of Management, Boston College, Fulton Hall, Room 430, Chestnut Hill, MA 02467-3808; telephone: 617-552-0450; <http://www.bc.edu/phdos/>.

## **Graduate Management Practice/International**

**Note:** Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at <http://www.bc.edu/courses/>.

### ***Graduate Course Offerings***

**MM 703 Management Practice I: Business Development Workshop (Fall: 3)**

**MM 720 Management Practice I: Leading Organizations (Fall: 6)**

**Module 1:** The Management Practice sequence begins with a one-week intensive that introduces students to the roles, functions, and responsibilities of managers in leadership roles in a complex, dynamic global environment. Students are introduced to strategic thinking based on clear analysis of the organization, its strategy, and its global environment. **Module 2:** This module focuses on critical aspects of the early stages of business development. Its dominant themes are the following: (1) problem and opportunity finding, entrepreneurship, and business planning; and (2) developing the diagnostic, analytical, and problem solving skills necessary in successful modern organizations.

*The Department*

**MM 730 Management Practice II: Acting in Organizations (Spring: 5)**

**Module 1:** The Consulting Project. The second half of the first-year M.B.A. program centers around field work. The consulting project allows the student to apply knowledge and concepts learned in MP I and the foundation and functional courses. **Module 2:** The Consulting Project (continued). The emphasis in the second module is on consulting with the client company. The first year culminates in the Diane Weiss Competition, where the students present their consulting projects to colleagues and industry judges.

*The Department*

**MM 742 M.B.A. Core Elective I (Spring: 2)**

**MM 744 M.B.A. Core Elective II (Spring: 2)**

**MM 804 Advanced Topics: Entrepreneurial Finance (Spring: 3)**

**MM 805 International Management Experience (Fall: 3)**

*Prerequisite:* MM 708 or MM 725

A third International Management Experience involving NAFTA participant countries and Latin America is planned for the near future.

This course provides students with an international immersion opportunity in either Asia or Europe. While in-country, students will meet and discuss business practices with senior executives of international companies and overseas subsidiaries of U.S. corporations. There students will observe firsthand companies and places discussed in classes and experience the exciting challenges that managers in global corporations face.

*The Department*

**MM 810 Communication Skills for Managers (Fall: 3)**

**MM 811 Advanced Topics: International Consulting Project (Fall: 3)**

**MM 841 Adv Topics: Management of Professional Services (Spring: 3)**

**MM 880 Directed Practicum (Fall: 3)**

**MM 888 Interim Study (Fall/Spring: 3)**

**MM 891 Thesis I (Fall: 3)**

**MM 892 Thesis II (Fall: 3)**

**MM 897-898 Directed Readings (Fall/Spring: 3)**

## Accounting

### Faculty

**G. Peter Wilson**, *Joseph L. Sweeney Professor*; B.A., M.S., Florida Atlantic University; M.S., Ph.D., Carnegie Mellon University

**Arnold Wright**, *Andersen Professor*; B.S., University of Colorado; M.B.A., Ph.D., University of Southern California; C.P.A.

**Jeffrey R. Cohen**, *Associate Professor*; B.S., Bar Ilan University; M.B.A., Columbia University; Ph.D., University of Massachusetts at Amherst; C.M.A.

**Louis S. Corsini**, *Associate Professor*; B.S.B.A., M.B.A., Boston College; Ph.D., Louisiana State University; C.P.A.

**Theresa Hammond**, *Associate Professor and Chairperson*; B.S., University of Denver; M.B.A., Ph.D., University of Wisconsin; C.M.A., C.P.A.

**Gil J. Manzoni**, *Associate Professor*; B.S., Bentley College; D.B.A., Boston University

**Ronald Pawliczek**, *Associate Professor*; B.B.A., Siena College; M.B.A., Ph.D., University of Massachusetts

**Kenneth B. Schwartz**, *Associate Professor*; B.S., M.S., University of Rhode Island; Ph.D., Syracuse University

**Susan Z. Shu**, *Associate Professor*; B.B.A., University of Dubuque Iowa; M.S., Ph.D., University of Rochester

**Billy Soo**, *Associate Professor*; B.S., University of Philippines; M.S., Ph.D., Northwestern University

**Gregory Trompeter**, *Associate Professor*; B.S., Illinois State University; M.B.A., Ph.D., University of Wisconsin; C.P.A., C.M.A.

**Helen L. Brown**, *Assistant Professor*; B.B.A., Bernard M. Baruch College-City University of New York; Ph.D., University of Wisconsin-Madison, C.P.A.

**Andrea A. Roberts**, *Assistant Professor*; B.S., Towson State University; Ph.D., George Washington University

**Valentina Zamora**, *Assistant Professor*; B.A., M.A., M.B.A., University of Oregon; Ph.D., University of Washington

**Elizabeth A. Bagnani**, *Adjunct Associate Professor*; B.B.A., College of William and Mary; Ph.D., University of Massachusetts at Amherst

**Vincent O'Reilly**, *Distinguished Senior Lecturer*; B.S., Boston College; M.B.A., University of Pennsylvania

**Amy LaCombe**, *Lecturer*; B.S., Boston College; M.S., C.A.S., Syracuse University; M.B.A., Boston College

**Edward Taylor, Jr.**, *Lecturer*; B.S., Boston College; M.B.A., Bentley College

### Contacts

- Department Secretary: Maureen Chancey, 617-552-3940, maureen.chancey@bc.edu
- Website: <http://www.bc.edu/accounting/>

### Undergraduate Program Description

The objective of the curriculum is to prepare the undergraduate student who concentrates in accounting for a professional career in public accounting, industry, financial institutions, not-for-profit organizations, or government. The program of study emphasizes the conceptual foundations of accounting, methods, and procedures relevant for practice, global and ethical considerations, and the relationships between accounting and the other management disciplines.

### Concentration in Accounting

#### Required

- MA 301 Financial Accounting Standards and Theory I
- MA 302 Financial Accounting Standards and Theory II
- MA 307 Managerial Cost Analysis (may be taken in senior year)
- MA 405 Federal Taxation

#### And choose one elective from the following list:

- MA 309 Audit and Other Assurance Services
- MA 320 Accounting Information Systems (may be taken in junior year)
- MA 351 Financial Statement Analysis
- MA 602 Theory and Contemporary Issues in Accounting

#### Electives

- MA 398 Directed Readings in Accounting
- MA 399 Research Seminar in Accounting
- MA 601 Financial Accounting Standards and Theory III

### Concentration in Accounting and Information Technology

Information Technology (IT) has clearly had and will continue to have a profound effect on business entities. Employers continually emphasize the value of professionals who both understand business and IT. IT people tend to have strong technical knowledge, while accountants have knowledge of the accounting system and are increasingly obtaining a broad understanding of business processes and controls. The combination of the two areas is powerful. Following is the curriculum for this six course program (required courses and two electives), which is designed for students interested in either the consulting divisions of professional services firms or in the accounting or IT departments of companies. Students are advised to see a faculty advisor(s) in Accounting, Computer Science or Operations, Information, and Strategic Management in selecting appropriate electives.

#### Junior Year

- MA 301 Financial Accounting Standards and Theory I
- MA/MD 320 Accounting Information Systems
- MD 240 Management Information Systems
- MD/CS 157 Introduction to Programming for Management

#### Senior Year—Accounting Elective.

##### Choose one:

- MA 302 Financial Accounting Standards and Theory II
- MA 307 Managerial Cost & Strategic Analysis
- MA 309 Audit & Other Assurance Services
- MA 351 Financial Statement Analysis
- MA 601 Financial Accounting Standards and Theory III
- MA 602 Theory and Contemporary Issues in Accounting

#### Senior Year—Information Technology Elective.

##### Choose one:

- MD 253 Electronic Commerce
- MD 254 E-Service Operations Management
- MD 274 Topics in Information Systems
- MD/CS 257 Database Systems and Applications (or the previously offered MC 254)
- MD/CS 258 Systems Analysis and Design (or the previously offered MC 252)

### Concentration in Corporate Reporting and Analysis

To enhance the career opportunities of Carroll School students and better meet the needs of employers, the Accounting Department

has established a new Corporate Reporting and Analysis concentration. In focus groups held with the alumni and recruiters we continually heard of the value of professionals who have a deep understanding of corporate reporting and financial statement analysis. There was also a feeling that strong quantitative skills were needed.

Based on our research with students and prospective employers, we developed the following 5-course concentration.

**Required**

- MA 301 Financial Accounting Standards and Theory I
- MA 302 Financial Accounting Standards and Theory II
- MA 351 Financial Statement Analysis
- MA 602 Theory and Contemporary Issues in Accounting

**And choose one elective from the following list:**

- MD 384 Applied Statistics
- MD 606 Forecasting Techniques
- EC 228 Econometric Methods
- EC 229 Economics and Business Forecasting

**Information for Study Abroad**

Given the international scope of the profession, Accounting concentrators are encouraged to study abroad. The Accounting Department is willing to approve many elective courses, and depending on the topic coverage, the Department will typically accept specific required courses (primarily Managerial Cost Analysis and Accounting Information Systems, but in specific cases other required courses may be approved as well). Prior approval is required in any case. All Accounting concentrators should meet with Professor Ron Pawliczek to plan their study abroad programs and to obtain course approvals.

**C.P.A. Recommendations**

The Department strongly recommends that students who intend to practice as Certified Public Accountants contact the state in which they plan to practice concerning the educational requirements of that state. Most states have credit and distribution requirements that exceed the minimum course requirements for graduation at Boston College. For example, the majority of states now require an additional year of study beyond the undergraduate degree to practice as a Certified Public Accountant. Please check the AICPA web page at <http://www.aicpa.org> for more details.

**Undergraduate Course Offerings**

**Note:** Future course offerings and courses offered on a periodic basis are listed at <http://www.bc.edu/courses/>.

**MA 021 Financial Accounting (Fall/Spring: 3)**

This course develops an understanding of the basic elements of financial accounting and the role of accounting in society. Students are introduced to financial statements and to the fundamental accounting concepts, procedures, and terminology employed in contemporary financial reporting. The skills necessary to analyze business transactions, to prepare and to comprehend financial statements, and to examine a firm's profitability and financial condition are developed. Students are required to use the Internet to conduct a financial statement analysis project.

*The Department*

**MA 022 Managerial Accounting (Fall/Spring: 3)**

*Prerequisite:* MA 021

This course explains the usefulness of accounting information for managerial decision-making in the areas of analysis, planning, and control. The fundamentals of managerial accounting, including product costing, cost-volume-profit relationships, cash budgeting and profit planning, and performance evaluation are included. Ethical and international issues of importance to accountants are emphasized.

*The Department*

**MA 031 Financial Accounting—Honors (Fall: 3)**

*Louis S. Corsini*

**MA 032 Managerial Accounting—Honors (Spring: 3)**

*Edward Taylor*

**MA 301 Financial Accounting Standards and Theory I (Fall/Spring: 3)**

*Prerequisite:* MA 021

This course addresses, in a comprehensive manner, financial accounting and reporting standards. Emphasis is given to the application of accounting theory in the development of general purpose financial statements. The issues of asset valuation and income measurement are explored.

*Lou Corsini*

*Susan Shu*

**MA 302 Financial Accounting Standards and Theory II**

**(Fall/Spring: 3)**

*Prerequisite:* MA 301

This course extends the study of the relationship between accounting theory and practice as it applies to the measurement and reporting of liabilities and stockholders' equity, as well as inter-corporate investments with special attention given to business combinations. A thorough analysis of cash flow reporting is also included.

*Ron Pawliczek*

*Billy Soo*

**MA 307 Managerial Cost and Strategic Analysis (Fall/Spring: 3)**

*Prerequisite:* MA 022

This course examines the strategic tools used in managerial planning and control systems, with an emphasis on decision usefulness and the impact of accounting information on the organization. Attention is directed to the limitations of traditional accounting systems with respect to global competition. Comparisons with control systems in other countries and cultures are made. Ethical dimensions of managerial decision making are also emphasized.

*Jeffrey Cohen*

*Theresa Hammond*

**MA 309 Audit and Other Assurance Services (Fall/Spring: 3)**

*Prerequisite:* MA 301

This course examines contemporary auditing theory and practice. The topics include the environment of the auditing profession, audit planning and analytical review, internal control, audit evidence, and auditor communications.

*Arnold Wright*

**MA 320 Accounting Information Systems (Fall/Spring: 3)**

*Prerequisites:* MA 022, MC 021

This course will review the strategies, goals and methodologies for designing, implementing, and evaluating appropriate internal controls and audit trails in integrated accounting systems. This course also examines the effect the Internet has had on business and its financial implications with regard to accounting information systems.

*Amy LaCombe*

**MA 351 Financial Statement Analysis (Fall/Spring: 3)**

*Prerequisites:* MA 021 and MF 021

Covers current techniques and applications of financial statement analysis. Exposes students to the contemporary financial reporting environment and current reporting practices of U.S. companies. Analyzes real-life cases to foster an understanding of the economic and strategic information conveyed in financial reports.

*Andrea Roberts*

*Billy Soo*

**MA 399 Directed Readings (Fall/Spring/Summer: 3)**

*Prerequisite:* Permission of department chairperson

Research is conducted under the supervision of faculty members of the Accounting Department. The objectives of the course are to help the student develop an area of expertise in the field of accounting and to foster the development of independent research skills.

*Theresa Hammond*

**MA 405 Federal Taxation (Fall/Spring: 3)**

*Prerequisite:* MA 301

This course introduces the student to the various elements of taxation and emphasizes interpretation and application of the law. Students are challenged to consider the tax implications of various economic events and to think critically about the broad implications of tax policy. The skills to prepare reasonably complex tax returns and do basic tax research are also developed.

*Edward Taylor*

***Undergraduate and Graduate Course Offerings***

**MA 601 Financial Accounting Standards and Theory III (Spring: 3)**

*Prerequisite:* MA 302 (undergraduate), MA 813 (graduate)

This course examines accounting for not-for-profit organizations including pensions, deferred taxes, earnings per share, as well as interim and segment reporting. The relevance of these areas to financial statement analysis is considered.

*Ron Pawliczek*

**MA 602 Theory and Contemporary Issues in Accounting (Spring: 3)**

*Prerequisite:* MA 302 (undergraduate), MA 701 or MA 713 (graduate)

This course reexamines recognition and measurement issues, with emphasis on understanding the choices faced by accounting policy makers and why certain accounting methods gain acceptance while others do not. Alternate theories are presented in light of contemporary issues that affect the standard setting process.

*The Department*

***Graduate Course Offerings***

**MA 701 Accounting (Fall/Spring/Summer: 3)**

At the outset, course work will be concerned with the development and use of accounting information to evaluate the status and performance of business enterprises. Attention will be given to the

reporting of information for use by persons and institutions outside the enterprise. In the second part of the course, the focus will be on the use of accounting information in managerial decision making.

*Ron Pawliczek*

*Ken Schwartz*

*Susan Shu*

**MA 713 Accounting (Fall: 2)**

The focus of the course will be on the uses of accounting information in managerial decisions. Areas of study will include evaluation of performance of a business and its units, cost and price determinations, make or buy decisions, and managerial issues to be considered in expansion and contraction decisions.

*Pete Wilson*

**MA 726 Accounting Tools for Managers (Spring: 2)**

*Prerequisite:* MA 713

The usefulness of accounting information in the areas of analysis, planning, and control will be studied. Cost-volume-profit relationships, budgeting, performance evaluation, and transfer pricing are included. The behavioral impact of accounting numbers and ethical issues will be examined.

*Louis Corsini*

**MA 813 Financial Accounting Practice I (Fall: 3)**

This course addresses, in a comprehensive manner, financial accounting and reporting standards. Emphasis is given to the application of accounting theory in the development of general purpose financial statements. The issues of asset valuation and income measurement are comprehensively explored.

*The Department*

**MA 814 Financial Accounting Practice II (Spring/Summer: 3)**

*Prerequisite:* MA 813

This course extends the study of the relationship between accounting theory and practice as it applies to the measurement and reporting of liabilities and stockholders' equity, as well as inter-corporate investments with special attention given to business combinations. A thorough analysis of cash flow reporting is also included.

*Gil Manzon*

**MA 815 Financial Auditing (Spring: 3)**

*Prerequisite:* MA 813

This course examines contemporary auditing theory and practice. The topics include the environment of the auditing profession, audit planning and analytical review, internal control, audit evidence, and auditor communications. Project assignments require students to perform various aspects of audit practice using simulated audit cases.

*Arnold Wright*

**MA 816 Federal Taxation (Spring: 3)**

This course introduces the student to the various elements of taxation and emphasizes interpretation and application of the law. Students are challenged to consider tax implications of various economic events and to think critically about the broad implications of tax policy. The skills to prepare reasonably complex tax returns and to do basic tax research are also developed.

*Ed Taylor*

**MA 817 Internal Cost Management and Control (Fall: 3)**

This course examines the technical and strategic tools used in managerial planning and control systems, with an emphasis on decision usefulness and the impact of accounting information on the organization. Attention is directed to improving existing limitations of traditional accounting systems with respect to global competition. Ethical dimensions of managerial decision making are also emphasized.

*Jeff Cohen*

**MA 818 Accounting Information Systems (Fall: 3)**

*Prerequisites:* MA 022 and MC 021

This course will review the strategies, goals, and methodologies for designing, implementing, and evaluating appropriate internal controls and audit trails in integrated accounting systems. This course also examines the effect the Internet has had on business, and its financial implications with regard to accounting information systems.

*Amy LaCombe*

**MA 819 Foundation for Accounting (Spring/Summer: 3)**

This course is designed for graduate students who have no background in business or management. The objective of the course is to introduce the student to the various management functions, financial markets, and the economy. Considerable emphasis will be given to the role of accounting information and the accounting profession in today's rapidly changing environment.

*Louis Corsini*

**MA 824 Financial Statement Analysis (Fall/Spring/Summer: 3)**

*Prerequisite:* MA 701 or MA 713

This course covers techniques and applications of financial statement analysis. It exposes students to the contemporary financial reporting environment and current reporting practices of U.S. companies. It analyzes real-life cases to foster an understanding of the economic and strategic information conveyed in financial reports.

*Andrea Roberts*

*Billy Soo*

**MA 826 Taxes and Management Decisions (Spring/Summer: 3)**

*Prerequisite:* MA 701 or MA 713

This course provides students with a framework for tax planning. Specific applications of the framework integrate concepts from finance, economics, and accounting to help students develop a more complete understanding of the role of taxes in business strategy (e.g., tax planning for mergers, acquisitions, and divestitures; tax arbitrage strategies; taxation of competing legal entities; employee compensation; and others).

*Gil Manzoni*

**MA 852 Advanced Topics/Finance, Accounting and Controls in High-Tech Growth (Fall: 3)**

*Prerequisite:* MA 701 or MA 713

This course will provide a better understanding of the key accounting, finance, and control issues of a high-growth company as it expands from a start-up organization to a mature corporation. Students will study the stages a company goes through as it expands, including start up, development stage, ramp up, high growth, and maturity. The course will use cases to provide a realistic background in which to apply concepts students learn in the course.

*George Neble*

**MA 896 Advanced Topics/Risk Management (Fall: 3)****MA 897 Directed Study in Accounting (Spring: 3)**

*Prerequisite:* Permission of department chairperson

Individual or group study under the direction of a faculty member to investigate an area not covered by the regular curriculum.

*Theresa Hammond*

**MA 898 Directed Readings (Fall/Spring/Summer: 3)**

*Prerequisite:* Permission of department chairperson

*Theresa Hammond*

**MA 899 Directed Research in Accounting (Fall: 3)**

*Prerequisite:* Permission of department chairperson

Student research in the field of accounting under the direction of a faculty member. A written proposal is required and a paper of publishable quality is expected.

*Theresa Hammond*

**Business Law****Faculty**

**Frank J. Parker, S.J.**, *Professor*; B.S., College of the Holy Cross; J.D., Fordham University Law School; M.Th., Louvain University

**Christine O'Brien**, *Professor and Chairperson*; B.A., J.D., Boston College

**David P. Twomey**, *Professor*; B.S., J.D., Boston College; M.B.A., University of Massachusetts

**Stephanie M. Greene**, *Assistant Professor*; B.A., Princeton University; M.A., J.D., Boston College

**Contacts**

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- Department Secretary: Rita Mullen, 617-552-0410, [rita.mullen.1@bc.edu](mailto:rita.mullen.1@bc.edu)
- Website: <http://www.bc.edu/businesslaw/>

**Undergraduate Program Description**

The Department of Business Law in the Wallace E. Carroll School of Management does not offer a separate major or concentration at the undergraduate level. The courses taught by the Department of Business Law are designed to give students the basics of legal procedures and the legal environment of business. Undergraduate students in the Carroll School of Management are required to take MJ 021 Law I: Introduction to Law. This course covers the legal system, the sources of law, business ethics, the regulatory environment of business including antitrust and employment law, securities regulation, the international trade environment, and contract law. Other elective courses are offered to students who have special interest in various fields of business law or are planning to enroll in a law school in the future. Students in the Master of Business Administration program may elect Business Law as a single concentration or as one of their concentrations. Numerous electives are offered at the graduate level.

**Undergraduate Course Offerings**

**Note:** Future course offerings and courses offered on a periodic basis are listed at <http://www.bc.edu/courses/>.

**MJ 021 Law I—Introduction to Law and Legal Process (Fall/Spring: 3)**

This course is part of the required core for the CSOM students and an elective for other students.

This course introduces the student to the legal system and the social, legal, and regulatory environment of business; as well as to eth-

ical decision making relating to law and business. Antitrust law, securities regulation, environmental law, employment, and labor law, international business, and intellectual property rights are examined. This course includes an examination of the substantive law of contracts from formation requirements to remedies for breach of contract.

*The Department*

**MJ 022 Law II—Business Law (Fall/Spring: 3)**

*Prerequisite:* MJ 021

**Recommended for Accounting and Marketing students and for Prelaw students who are interested in a comprehensive overview of the law. Required for those taking the C.P.A. Examination in New York and numerous other states.**

The course complements MJ 021, providing broad coverage of topics related to law in business. The content includes many subjects tested on the Business Law portion of the C.P.A. examination including the Uniform Commercial Code law of contracts and sales, negotiable instruments, and secured transactions. The law of agency, various forms of business organizations including general and limited partnerships, corporations, and LLCs, bankruptcy, real property, and insurance, wills, trusts and estates, and accountants' liability are discussed.

*The Department*

**MJ 031 Introduction to Law—Honors (Fall: 3)**

This course is a more rigorous version of MJ 021 designed for students in the Honors Program.

*David P. Twomey*

**MJ 147 Constitutional Law (Fall: 3)**

This course covers, in-depth, the following subjects: the nature and scope of judicial review, national legislative powers, the distribution of federal powers, state power to regulate, state power to tax, substantive protection of economic interests, protection of individual rights, freedom of religion, equal protection, congressional enforcement of civil rights, limitations on judicial power and review, and current trends.

*Angela Lowell*

**MJ 148 International Law (Fall: 3)**

The course examines the legal relationships between individuals, business enterprises, and governments in the world community. Emphasis is on the private business transaction. Course objectives include how to assess the risks of doing business internationally and what legal steps may be taken to minimize or assign risk. Topics covered include different methods of transacting international business, from exporting and importing to direct foreign investment, issues in international contracting, the documentary transaction, and licensing intellectual property.

*Stephanie Greene*

**MJ 152 Labor and Employment Law (Fall/Spring: 3)**

Considerations pertaining to organized labor in society are examined including the process of establishing collective bargaining, representation, and bargaining status under the Railway Labor Act and the National Labor Relations Act. Discussion of leading cases relevant to the legal controls that are applicable to intra-union relationships and the legal limitations on employer and union economic pressures. The law of arbitration, public sector collective bargaining, and employee safety and health law are studied. Topics including laws prohibiting discrimination based on race, color, religion, gender, national origin, age, and disability are examined, as well as the developing law of employee privacy.

*David P. Twomey*

**MJ 154 Insurance (Spring: 3)**

The structure and organization of different types of insurance policies, including life, property and casualty policies, will be examined and the fundamental legal principals of insurance law as applied to modern business requirements will be reviewed. The goal of this course is to focus students' attention on how insurance solves problems for business firms, individual consumers, and society. The pervasiveness of insurance in our society, as well as the role of the federal and state governments in regulating the insurance industry will be examined carefully.

*Richard Powers*

**MJ 156 Real Estate (Fall/Spring: 3)**

The course examines the sources of property law, legal nature and forms of real estate interests, inter-vivos transfers of real property rights, brokerage operations, principles of real estate, tax aspects, land development, management of real estate properties, government involvement in constitutional and public policy considerations of land use, and transfers of real estate at death (wills and intestacy).

*Richard J. Monahan*

*Frank J. Parker, S.J.*

**MJ 600 Topics/Business Law: Bermuda Law and Practice (Spring: 3)**

This course in international law and business practice uses an island 600 miles from the American shoreline as a study example of the interrelationship of all sectors of Bermuda with the United States. Bermuda is a nation currently seventy percent non-white in racial composition. The international business, international banking, and tourism sectors will be studied as well Caribbean integration.

*Frank J. Parker, S.J.*

**MJ 674 Sports Law (Spring: 3)**

Will examine the legal aspects of four major components of the American leisure time industry including: entertainment, sports, tourism, and gambling. Among the subjects to be discussed are business issues in the entertainment field; protecting creative works through copyrights and trademarks; copyright defamation and privacy; principles of recording contracts; film and TV contracts; managers, agents, and producers; liability and legislation in sports; the regulation of organized sports; rights of players and owners; racial and gender discrimination in sports; United States hotel law and legislation; United States tourism industry law and legislation; and gambling law and legislation, lotteries, and Indian gaming.

*Frank J. Parker, S.J.*

*Warren Zola*

***Undergraduate and Graduate Course Offerings***

**MJ 603 Cyberlaw for Business (Spring: 3)**

This course examines the legal issues and challenges created by the migration of business applications to the Internet. The intersection of law, business and technology is explored in depth in this course. Students learn some aspects of entrepreneurship with practical application to business transactions. This course covers business' digital assets, in the form of intellectual property e.g., trademarks, copyrights, patents, and trade secrets. Other topics surveyed include: contracts, licensing agreements, jurisdiction, tax, financing start-ups, privacy, speech, defamation, content control, filtering, information security, and crime. The course introduces students to critical high-tech issues necessary for effective managers of e-commerce enterprises.

*Margo E. K. Reder*

**MJ 631 African Business (Fall: 3)****Satisfies Cultural Diversity Core Requirement**

A survey of political, economic, physical, legal, cultural, and religious influences that affect the ability of foreign corporations to do business in Africa. North-South dialogue, development questions, nationalization, strategic concerns, economic treaties, and import-export regulations will be examined.

*Frank J. Parker, S.J.*

**Graduate Course Offerings****MJ 727 Managing the Legal Environment of Business (Spring: 2)  
Core Elective**

This course is designed to provide students with both a broad and detailed understanding of how the legal environment affects business. Using a case study method, the class will explore issues involving white collar crime, employment discrimination, securities, contracts, antitrust law, and intellectual property. Students will select and present additional topics of legal controversy to the class. Several practitioners will be invited guest speakers. This course is not open to students in the dual M.B.A./J.D. program or to students who hold a J.D.

*Stephanie Greene*

**MJ 803 Topics: Business Law for C.P.A.s (Spring/Summer: 3)**

Course focuses on the law of commercial transactions relevant to business professionals, especially accountants. Covers the common law of contracts and comprehensively reviews the Uniform Commercial Code, emphasizing the law of sales, commercial paper, and secured transactions. Agency and major forms of doing business such as partnerships, corporations, and limited liability companies, along with securities regulation are examined. The laws of property, bankruptcy, insurance, wills, trusts and estates, along with accountants' liability round out the course. Leading cases and major statutory laws pertaining to business regulation are discussed.

*Matthew Kameron*

*Gerald Madek*

**MJ 807 Cyberlaw for Business (Fall: 3)**

See course description under MJ 603.

**MJ 810 Regulation of Securities and Financial Institutions (Fall: 3)**

This course will explore the implications of the efficient market hypothesis on securities regulation; the roles and responsibilities of the company and underwriters in a public offering; the securities registration process, and the continuous accounting and financial reporting requirements of publicly held companies; liability for violation of federal securities laws; the proxy solicitation process and shareholders' rights; the roles and responsibilities of directors and officers; the regulation of mutual funds, investment advisers, broker dealers, commercial banks, and their merger and acquisition activities.

*Jon Schneider*

**MJ 856 Real Estate Principles (Fall: 3)**

An examination of current theory and practice in modern day real estate. Topics include interests in land, title transfer, real estate finance, commercial construction, residential mortgages, federal housing, and the Big Dig. Provides the business manager with the necessary background to make informed judgments and seek proper assistance in all business decisions related to property.

*Frank J. Parker, S.J.*

**MJ 857 Topics: Real Estate Development II (Spring: 3)**

*Prerequisite:* MJ 856 recommended

A survey of major real estate projects as covered in the Urban Land Institute's materials. Course has detailed coverage of all aspects of real estate development from project conception through permitting process, financing, construction and eventual sale or utilization. ULI cases used by permission with license.

*Frank J. Parker S.J.*

**Economics****Undergraduate Program Description**

The Economics major provides a critical examination of how the economic system works in the United States and throughout the world. The introductory courses, EC 131-132, are surveys of economic problems, policies, and theory, and the required courses in micro theory and macro theory, EC 201-202, give a deeper analytical foundation. Electives permit further study in a wide range of fields, including money and banking, fiscal policy, international trade and finance, law and economics, public sector economics, economic development, capital theory and finance, labor economics, income distribution, econometrics, industrial organization, consumer economics, health economics, history of economic thought, transportation economics, environmental economics, urban economics, political economy, financial markets, real estate, and public policy analysis.

Students from the Carroll School of Management may choose Economics as an area of concentration. The concentration consists of seven courses, including:

- Principles of Economics (EC 131-132)
- Microeconomic Theory (EC 201 or 203)
- Macroeconomic Theory (EC 202 or 204)
- Economic Statistics (EC 151 or 155)
- Any two electives

Students with a serious interest in economics, however, are urged to take at least ten courses, the equivalent of an Arts and Sciences major. Finally, all Carroll School of Management students, regardless of their area of concentration, are required to take Principles of Economics (EC 131 -132) and Statistics (EC 151 or 155).

The major in Economics provides a general background that is useful to those planning careers in law, government service, or business, as well as those planning careers as professional economists. Professional economists work as college teachers, as researchers for government agencies, businesses and consulting firms, and as administrators and managers in a wide range of fields.

**Finance****Faculty**

**Francis B. Campanella**, *Professor*; B.S., Rensselaer Polytechnic Institute; M.B.A., Babson College; D.B.A., Harvard University

**Wayne Ferson**, *Professor and John L. Collins, S.J., Chair in Finance*; B.S, M.A., M.B.A., Southern Methodist; Ph.D. Stanford University

**Clifford G. Holderness**, *Professor*; A.B., J.D., Stanford University; M.Sc., London School of Economics

**Edward J. Kane**, *Professor and James F. Cleary Chair in Finance*; B.S., Georgetown University; Ph.D., Massachusetts Institute of Technology

**Alan Marcus**, *Professor and Chairperson*; B.A., Wesleyan University; Ph.D., Massachusetts Institute of Technology

**Alicia Munnell**, *Professor and Peter F. Drucker Chair in Management Studies*; B.A., Wellesley College; M.A., Boston University; Ph.D., Harvard University

**Helen Frame Peters**, *Professor*; B.A., University of Pennsylvania; M.A., Ph.D., The Wharton School

**Robert A. Taggart, Jr.**, *Professor and Associate Dean*; B.A., Amherst College; M.S., Ph.D., Massachusetts Institute of Technology

**Hassan Tehranian**, *Professor and Executive Director—Finance Advisory Board*; B.S., Iranian Institute of Advanced Accounting; M.B.A., Ph.D., University of Alabama

**George A. Aragon**, *Associate Professor*; A.B., University of California at Los Angeles; D.B.A., Harvard University

**Perluigi Balduzzi**, *Associate Professor*; B.A., Università L. Bocconi; Ph.D., University of California

**David Chapman**, *Associate Professor*; B.S., Swarthmore College; M.S., Ph.D., University of Rochester

**Thomas Chemmanur**, *Associate Professor*; B.S., Kerala University; P.G.D.I.M., Indian Institute of Science; Ph.D., New York University

**Richard Evans**, *Associate Professor*; B.A., University of Utah, M.A., Ph.D., University of Pennsylvania

**Edith Hotchkiss**, *Associate Professor*; B.A., Dartmouth College; Ph.D., New York University

**Jeffrey Pontiff**, *Associate Professor*; B.A., University of Chicago; M.S., Ph.D., University of Rochester

**Philip Strahan**, *Associate Professor*; B.A., Amherst College; Ph.D., University of Chicago

**Evan Gatev**, *Assistant Professor*; B.A., Belmont Abbey College; M.S., M.A., Ph.D., Yale University

**Darren Kisgen**, *Assistant Professor*; B.A., Washington University—St. Louis, Ph.D., University of Washington

**Jun Qian**, *Assistant Professor*; B.S., University of Iowa; Ph.D., University of Pennsylvania

**Michael Barry**, *Adjunct Assistant Professor*; B.S., M.S., University of Massachusetts, Lowell; M.B.A., Ph.D., Boston College

**Elliott Smith**, *Senior Lecturer*; B.B.A., University of Massachusetts at Amherst; M.S., Boston College

#### Contacts

- Department Secretary: Sandra Howe, 617-552-2005, [sandra.howe.2@bc.edu](mailto:sandra.howe.2@bc.edu)
- Department Secretary: 617-552-4647
- Website: <http://www.bc.edu/finance/>

#### Undergraduate Program Description

The goal of finance is the efficient management of funds by an economic entity, a process that includes the acquisition of funds, long- and short-term investment decisions, and cash distribution. Financial management applies to all economic entities—households, private firms, not-for-profit organizations, and government agencies. Financial managers must understand and apply decision-making tools and techniques to the financial problems facing the organization. They must also be aware of the economic, social, and political constraints on the organization.

The Finance curriculum is designed to help students function competently and professionally in the field of financial management. Our courses cover the major areas of finance: corporate finance, investment management, and capital markets and financial institutions. Courses in corporate finance, commercial bank management, investments, portfolio management, hedge funds, tax effects/managerial decisions, venture capital, and small business finance teach the deci-

sion-making process from the perspective of several economic entities, while courses in commercial bank management, financial institutions, financial instruments, and money and capital markets describe the financial environment in which financial managers operate. The concentration in Finance requires a mixture of these two types of courses. In all courses, however, students are expected to develop and apply the analytical skills necessary to identify problems, propose and evaluate solutions, and ultimately, make management decisions.

Many post-graduation opportunities are available to finance students. While some choose full-time volunteer service or graduate school, the large majority find full-time employment after graduation, primarily in the areas of investment services, corporate finance, banking, and consulting. Our success in placing students is very high. Moreover, the Boston College Finance Department has earned a strong reputation, not only in Boston, but also on Wall Street, where we have placed many students in a number of prominent firms.

The career opportunities in finance range from line management to advisory staff positions, and encompass a variety of business concerns, both domestically and internationally. Although any classification scheme is somewhat arbitrary, it may be useful to identify five general sectors.

**Financial Institutions:** These include commercial banks, thrift institutions, and a wide variety of non-bank financial intermediaries such as brokerage houses, insurance companies, pension funds, investment banks, hedge funds, and mutual funds.

**Manufacturing Firms:** These include both privately-held and publicly-owned firms whose primary function is manufacturing saleable goods.

**Service Firms:** These include firms directly related to the finance function itself such as public accounting and financial consulting firms, as well as general service firms (e.g., tourism, real estate, entertainment) for which finance is a necessary function of their operations.

**Entrepreneurial Enterprises:** These include real estate, small manufacturing, and service firms launched by individuals or small groups.

**Not-for-Profit or Government Firms and Agencies:** These are entities providing services in such areas as health care, education, social services, and the arts.

What do these five types of economic entities have in common? They all need competent, up-to-date financial managers.

The Finance Department encourages students to talk to people who are active in their areas of interest in order to better understand the unique challenges and opportunities offered by the various financial functions. The Department facilitates this exchange between students and industry professionals through the alumni advisement system which serves as a supplement to regular faculty advisement. In addition, the Finance Academy, our student-run finance association, has built a good working relationship with a number of prestigious firms through its Finance Career Nights, panel discussions, and other activities.

#### Concentration in Finance

In order to fulfill basic Finance concentration requirements, the undergraduate Finance concentrator must successfully complete a minimum of five finance courses. Of these five courses, four are prescribed and common to all concentrators, and one course allows the student some latitude in selection based upon personal interest or career goals. The student's minimum finance curriculum will be drawn from the following universe of courses.

**Prescribed Courses:**

- MF 021 Basic Finance
  - MF 127 Corporate Finance (*Prerequisite:* MF 021)
  - MF 151 Investments (*Prerequisite:* MF 021)
  - MF 225 Financial Policy (*Prerequisite:* MF 127)
  - Student-selected departmental elective.
- Students may select one of the following courses:
- MF 132 Money and Capital Markets (*Prerequisite:* MF 021)
  - MF 157 Management of Financial Institutions (*Prerequisite:* MF 021)
  - MF 158 Commercial Bank Management (*Prerequisite:* MF 021)
  - MF 205 Small Business Finance (*Prerequisites:* MF 021, MF 127)
  - MF 207 Real Estate Finance (*Prerequisite:* MF 021)
  - MF 212/602 Venture Capital (*Prerequisite:* MF 021)
  - MF 215 Fundamental Analysis (*Prerequisite:* MF 151)
  - MF 230/631 International Financial Management (*Prerequisite:* MF 021)
  - MF 235/616 Investment Banking (*Prerequisite:* MF 021)
  - MF 250 Fixed Income Analysis (*Prerequisite:* MF 151)
  - MF 299 Individual Directed Study (*Prerequisites:* MF 021, senior status, and permission of faculty member and department chairperson)
  - MA 351 Financial Statement Analysis (Offered by the Accounting Department to students of senior status only)
  - MF 364 Monetary and Fiscal Policy (*Prerequisite:* MF 021)
  - MF 614 Management of Mutual Funds (*Prerequisite:* MF 127)
  - MF 617 Hedge Funds (*Prerequisite:* MF 127)

For scheduling purposes, these requirements and their associated prerequisites require that the following courses be taken in sequential order:

- MF 021 Basic Finance
- MF 127 Corporate Finance
- MF 151 Investments
- MF 225 Financial Policy

The remaining requirement and any additional electives may be taken at any time after the successful completion of MF 021 Basic Finance (as long as any other special prerequisites have also been completed).

**Information for Study Abroad**

The Department recommends that Basic Finance (MF 021) be taken at Boston College in the spring semester of sophomore year, which requires that the student will have taken Financial Accounting (MA 021) as well. The Finance Department encourages taking no more than one finance elective course abroad unless special circumstances exist. Required University Core must be taken prior to going abroad. The Finance Department relies on the Center for International Programs and Partnerships to guide the student in this regard.

While the Finance Department encourages only electives to be taken abroad, only under special circumstances, may major requirements be taken as well. Such special circumstances require Finance Department approval before enrollment. Programs such as the one offered at the London School of Economics, Trinity College Dublin, and Melbourne University offer excellent opportunities that qualify as the required Finance concentration electives. The Finance Department

also recommends that students study abroad during their junior year, or first semester, senior year, in order to complete the final required capstone finance course (MF 225) in CSOM.

Students should meet with Elliott P. Smith, Fulton 437, 617-552-3969, before going abroad. When students wish to have a course considered they should bring a copy of the syllabus for approval. The initial consideration for a course can be handled with a description from the course catalog, but final approval requires a full, detailed copy of the syllabus.

**Undergraduate Course Offerings**

**Note:** Future course offerings and courses offered on a periodic basis are listed at <http://www.bc.edu/courses/>.

**MF 021 Basic Finance (Fall/Spring: 3)**

*Prerequisite:* MA 021

This is a course designed to survey the areas of corporate financial management, money and capital markets, and financial institutions. Corporate finance topics include the time value of money, the cost of capital, capital budgeting, financial analysis, and working capital management. Financial markets and institutions cover the role of financial intermediaries and instruments as they function in a complex economic system.

*The Department*

**MF 031 Basic Finance—Honors (Fall: 3)**

*Prerequisite:* MA 021

This course is a more rigorous version designed for honor students. The same material will be covered, but additional work in the form of a project, case assignments, and a presentation will be assigned.

*The Department*

**MF 127 Corporate Finance (Fall/Spring: 3)**

*Prerequisite:* MF 021

This course is designed to teach the techniques of financial analysis and the management of a firm's sources and uses of funds. Topics treated intensively include financial statement analysis, techniques of financial forecasting, operating and financial leverage, working capital management, capital budgeting, leasing, and long term finance. The teaching method will be a combination of lectures, problems, and cases.

*The Department*

**MF 132 Money and Capital Markets (Fall: 3)**

*Prerequisite:* MF 021

This course is designed to teach students about the nature, role and function of financial markets, and other institutions within the context of funds flow. It deals with the process of financial intermediation historically and analytically. In addition, the course covers the theories of interest rate determination and monetary policy as they affect the performance of financial markets.

*The Department*

**MF 151 Investments (Fall/Spring: 3)**

*Prerequisite:* MF 021

The course introduces the student to the process of investing in financial securities. The functioning of financial markets and the analysis of various investment media are examined. Major topics include valuation models for stocks, bonds, and options.

*The Department*

**MF 159 Information Technology for Financial Services (Fall/Spring: 3)**

Cross listed with MD 159

See course description in the Operations, Information, and Strategic Management Department

*Paul Tallon***MF 207 Real Estate Finance (Fall/Spring: 3)***Prerequisite:* MF 021

The objective of this course is to provide an introduction and understanding of real estate finance that is widely used for evaluating real estate investment proposals. While the course will consider maximizing the net worth-owner's equity of the individual investor, as well as criteria for the selection among alternative investments, the course will offer a consideration of current events in real estate finance and their pragmatic effect upon real estate projects.

*The Department***MF 215 Fundamental Analysis (Fall: 3)****MF 225 Financial Policy (Fall/Spring: 3)***Prerequisite:* MF 127

Topics treated intensively include the valuation of the firm, risk analysis in capital budgeting, capital structure theory and policy, and dividends. The second phase will deal almost exclusively with cases designed to provide an opportunity to (1) apply the principles covered during the first segment; (2) integrate the firm's financial decisions; (3) demonstrate the relationship between corporate finance and other subfields of finance; (4) introduce the notion of financial strategy; and (5) show the relationship between finance and other management functions.

*The Department***MF 250 Fixed Income Analysis (Fall: 3)**

This course presents the fundamental theoretical concepts of financial economics. Topics include measuring and managing interest rate risk, the theory of portfolio choice, and introduction to asset such as capital assets pricing models, arbitrage pricing theory, option pricing models and state-preference theory.

*The Department***MF 299 Individual Directed Study (Fall/Spring: 3)**

Permission of the faculty member and the department chairperson must be given to a student of senior status in the Carroll School of Management.

This is an opportunity for students interested in independent study to engage in a one-to-one relationship with a faculty member of the Finance Department. This course is only available to students who have demonstrated (1) an extremely strong interest in a particular area of finance, and (2) a strong self-motivation and self-discipline in previous studies. Students are required to present their research results to a departmental faculty group towards the end of the semester. The permission of the department chairperson is to be obtained when the individual faculty member has agreed to direct the student's research project.

*The Department***MF 364 Monetary and Fiscal Policy (Fall: 3)***Prerequisite:* MF 021

This course will examine both the theoretical and practical aspects of monetary and fiscal policy. On the monetary side, it will look at the mechanisms through which monetary policy impacts the real economy

and the price level. The fiscal side will explore the theoretical arguments about the effectiveness of fiscal policy and the practical developments that have precluded fiscal policy initiatives in recent years.

*The Department****Undergraduate and Graduate Course Offerings*****MF 602 Venture Capital and Investment Banking (Fall/Spring: 3)***Prerequisites:* MF 807 or MF 127(graduate), MF 127 (undergraduate)

This course covers the financing cycle common to growing companies. Aspects of VC and IBanking covered include investment criteria and analysis, corporate management, IPOs, building the book, and other services offered. The material is taught through case studies, text, and in-class discussions led by participants in certain cases.

*The Department***MF 616 Investment Banking (Fall/Spring: 3)***Prerequisites:* MF 021 Basic Finance (MF 151 or MF 801 is recommended)

This course provides an overview of investment banking. We will study the investment banking industry with a specific focus on the role of investment bankers in capital markets and recent regulatory changes. Provide both an institutional perspective on the investment banking industry and an opportunity to apply financial theories and models. Some of the specific topics that we will cover are stock underwriting and valuation, fixed-income securities underwriting, including junk bonds, asset securitization, merchant banking and private equity firms, money management and mutual funds, structuring deals, including mergers, acquisitions, and divestitures, global financial markets, securities regulations, and ethics.

*The Department***MF 617 Hedge Funds (Fall: 3)**

The objective of this course is to broaden the students understanding of hedge funds and the markets in which they operate. The course provides an outline for understanding the structure and operation of the different styles and strategies of hedge funds. Throughout the course current issues and academic literature related to hedge funds are discussed, as is the key role played by the rapid growth of cash inflows in shaping the industry.

*The Department***MF 631 International Financial Management (Fall: 3)****Offered Biennially**

The intent of this course is to provide the knowledge and skills needed for managers of firms engaged in sales, direct investments or financing of their operations outside of their home country. The course will focus on international financial variables such as exchange rates, international financial markets for funds and risk management, global weighted average cost of capital, and country risk in managing a multinational business enterprise.

*The Department****Graduate Course Offerings*****MF 704 Financial Management (Fall/Spring/Summer: 3)***Prerequisite:* Introduction to Accounting**Offered Triennially**

This course deals primarily with a firm's investment and financing decisions. Topics treated intensively include valuation and risk, capital budgeting, financial leverage, capital structure and working capital management. Also discussed are financial statistical analysis and tools

of planning and control. Some attention is given to financial institutions and their role in supplying funds to businesses and non-profit organizations.

*The Department*

**MF 801 Investments (Fall/Spring: 3)**

*Prerequisite:* MF 704 or MF 722

In a competitive market, investors allocate funds among financial securities in response to perceived values and subjective attitudes toward risk. This course addresses the issues that seem to determine the relative values of financial instruments and the techniques available to assist the investor in making risk/return tradeoff.

*The Department*

**MF 803 Portfolio Theory (Fall/Spring/Summer: 3)**

*Prerequisites:* MF 801 and MF 852

This course provides a detailed introduction to quantitative portfolio management techniques. After a review of basic investment theory and statistical methods, we will concentrate our class discussion on the following issues: mean-variance portfolio construction methods in theory and in practice and the role for active quantitative portfolio management

*The Department*

**MF 807 Corporate Finance (Fall/Spring/Summer: 3)**

*Prerequisite:* MF 704 or MF 722

This course studies the techniques of financial analysis, including financial statement analysis, cash budgeting, and pro forma analysis. It also covers the firm's investment and financing decisions, including the concepts of present and net present value, capital budgeting analysis, investment analysis under uncertainty, the cost of capital, capital structure theory and policy and the interrelation of the firm's investment and financing decisions.

*The Department*

**MF 808 Financial Policy (Fall/Spring/Summer: 3)**

*Prerequisites:* MF 801 and MF 807

**M.S. in Finance students must complete at least six courses prior to taking MF 808.**

This course applies financial theories, techniques, and models to the study of corporate financial decisions. Aspects of corporate strategy, industry structure, and the functioning of capital markets are also addressed. Students are required to study an actual firm from the perspective of concepts and models developed in the course and present the study to the class.

*The Department*

**MF 811 Advanced Topics: Investment Management (Fall: 3)**

Developed by the Center for Investment Research and Management (CIRM), this applied-learning curriculum is offered as a three-course sequence, with student investment advisory teams competing for the opportunity to manage live money. CIRM—Phase II (MF 811) students develop proposals aimed at earning the opportunity to manage real portfolios. Course work includes portfolio strategy design, back-testing and performance analysis, implementation strategies, and financial accounting software.

*Charles E. Babin*

**MF 814 Ph.D. Seminar: Empirical Studies: Corporate Finance (Fall: 3)**

*Clifford Holderness*

**MF 820 Management of Financial Institutions (Fall/Spring/Summer: 3)**

*Prerequisite:* MF 704 or MF 722

This course considers banks and other financial institutions as information and deal-making entities. This broad perspective is used to explain how and why changing information and contracting technologies are altering the structure of the financial services industry and financial regulation. Lectures explore the implications of these ongoing changes for the methods financial institution executives should use to measure and manage an institution's risk and return.

*The Department*

**MF 835 Real Estate Investment Analysis (Fall: 3)**

This course is a formal presentation of the concepts fundamental to the business of the real estate enterprise. The structure of the course will be to combine the disciplines involved in the complete process of the analysis required to yield the best decisions associated with a real estate investment. Consideration will be given to the three time sectors of the investment process: origination, operation, and termination. Careful attention will be paid to the interplay and interdependency between the four main determinates affecting the outcome of the investment success or failure.

*The Department*

**MF 852 Financial Econometrics (Fall/Spring/Summer: 3)**

*Prerequisite:* Introductory Calculus

This course teaches how mathematical techniques and econometrics are used in financial research and decision making. Topics include matrix algebra, differential and integral calculus, simple linear regression, residual analysis, multivariate regression, and the generalized linear model. Students will be introduced to the latest developments in theoretical and empirical modeling.

*The Department*

**MF 860 Derivatives and Risk Management (Fall/Spring/Summer: 3)**

*Prerequisite:* MF 801

This course is reserved for special topics, offering advanced course work in sub-fields of finance. This year, MF 860 is an introduction to derivative assets, financial engineering, and risk management. The course covers the pricing of futures and options contracts as well as securities that contain embedded options, risk management strategies using positions in derivative securities, static hedging, and dynamic hedging. Applications from commodity, equity, bond, and mortgage-backed markets are considered.

*The Department*

**MF 863 Ph.D. Seminar: Asset Pricing (Fall: 3)**

**This course is for second year Ph.D. students of finance.**

The course is intended to generate enthusiastic, high quality intellectual activity around the course material. Focuses on the development of skills that will help students become conversant enough with basic theory and the current literature on asset pricing that would permit them to read critically and analyze papers in this area, develop enough expertise in selected empirical methods in finance that they will be able to use these techniques in their research, and to find potential thesis topics.

*The Department*

**MF 866 Ph.D. Seminar: Financial Econometrics (Spring: 3)**

MF 866 is a quantitative finance elective, designed for finance majors interested in quantitative portfolio management.

This course investigates the theoretical principals of asset valuation in competitive financial markets and especially portfolio theory. Some of the topics include statistical analysis of risk and return, optimal decision under risk, portfolio theory, implementation, forecasting returns, variance, data mining, equilibrium determination of expected returns (CAPM), the efficiency of financial markets, no-arbitrage based pricing, APT and factor models, portfolio performance evaluation, and volatility in financial markets.

*The Department*

**MF 869 Fundamental Analysis (Fall: 3)**

*Prerequisite:* MF 807

**Offered Biennially**

This course will focus on cash-flow oriented models of the valuation of the firm. Wall Street-style analytical techniques will be utilized, including the production of quarterly earnings forecasts and the development of buy/sell/hold recommendations. Topics include enterprise value, free cash flow, economic value added, risk/reward analysis, and the art of the management interview.

*The Department*

**MF 880 Fixed Income Analysis (Fall/Spring: 3)**

*Prerequisite:* MF 801

This course presents the fundamental theoretical concepts of financial economics. Topics include measuring and managing interest rate risk, the theory of portfolio choice, and introduction to asset such as capital assets pricing models, arbitrage pricing theory, option pricing models, and state-preference theory.

*The Department*

**MF 881 Corporate Finance Theory (Fall/Spring: 3)**

*Prerequisite:* MF 807

This course provides an intensive analysis of the effects of various corporate financial policy decisions on the value of the firm and includes a discussion of the effects of taxes, bankruptcy costs, and agency costs on these decisions. It also examines the interrelation of financing policy with executive compensation, mergers and acquisitions, leasing, hedging, and payout policies.

*The Department*

**MF 890 Ph.D. Seminar: Advanced Topics in Capital Markets (Fall: 3)**

This course focuses on continuous time models in capital market theory. Topics covered include capital market equilibrium, option pricing, and the term structure of interest rates. The mathematics necessary to analyze these problems are also presented, including stochastic (Ito) calculus, stochastic differential equations and optimal control.

*The Department*

**MF 897 Directed Readings (Fall/Spring/Summer: 3)**

By arrangement

*The Department*

**MF 898 Directed Research (Fall/Spring/Summer: 3)**

By arrangement

*The Department*

**MF 899 Directed Study (Fall/Spring/Summer: 3)**

*Prerequisites:* Upper-level M.S. in Finance status, and consent of the faculty member and the department chairperson. Maximum of one directed study allowed.

The student will develop a research topic in an area of finance. He or she will prepare a paper on the research findings and will present the paper before the faculty of the Finance Department. Course emphasis is on research methodology.

*The Department*

**MF 999 Doctoral Continuation (Fall/Spring: 1)**

A 1-credit, tuition-based course for all students who have been admitted to Ph.D. candidacy. Students are required to register and pay the tuition for Doctoral Continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation. This course is non-graded.

*The Department*

**General Management**

***Undergraduate Program Description***

The General Management concentration provides an avenue for the pursuit of cross-disciplinary studies of management in the context of an integrated and rigorous curriculum.

Students choose to concentrate in this area for many reasons, but it is especially attractive to those students who desire to pursue a cross-disciplinary approach to management or who are preparing for the management of a family business or for those who want a broad management background as preparation for law school.

The Undergraduate Associate Dean coordinates the General Management concentration.

***Concentration in General Management***

Choose two areas and meet the criteria specified by the departments. Usually, this involves one required course and a choice of an elective.

Note: Students who have elected another concentration within the Carroll School of Management as well as the General Management concentration must select areas different from their other CSOM concentration as they pursue General Management.

**Accounting**

*Required Course:*

- MA 301 Financial Accounting Standards and Theory I

*Electives (choose one from the following):*

- MA 302 Financial Accounting Standards and Theory II
- MA 307 Managerial Cost and Strategic Analysis
- MA 320 Accounting Information Systems
- MA 351 Financial Statement Analysis

**Information Systems**

*Required Course:*

- MD 157 Introduction to Programming in Management

*Electives:*

- MD 257 Database Systems and Applications
- MD 258 Systems Analysis and Design

**Finance**

*Required Courses:*

- MF 127 Corporate Finance
- MF 151 Investments

*Electives:*

- None

**Marketing***Required Course:*

- MK 253 Marketing Research or MK 256 Applied Marketing Management

*Electives:*

- MK 148 Services Marketing
- MK 152 Consumer Behavior
- MK 154 Communication and Promotion
- MK 153 Retail and Wholesale Distribution
- MK 157 Professional Selling and Sales Management
- MK 158 Product Planning and Strategy
- MK 161 Customer Relationship Management
- MK 168 International Marketing
- MK 170 Entrepreneurship
- MK 172 Marketing Ethics
- MK 253 Marketing Research
- MK 256 Applied Marketing Management
- MK 258 Advanced Market Analysis

**Organization Studies—Human Resources Management***Required Course:*

- MB 110 Human Resources Management

*Electives:*

- MB 111 Organization Ethics and Employment Law
- MB 119 Interpersonal Communication in Organizations
- MB 120 Employment Policy
- MB 123 Negotiation
- MB 127 Leadership
- MB 135 Career and Human Resources Planning
- MB 313 Personnel and Organizational Research

**Operations and Technology Management***Required Courses:*

- MD 240 Management Information Systems
- MD 375 Operations and Competition

*Electives:*

- None

Students considering these options should discuss particular course selections with appropriate department faculty.

**Management Honors Program*****Undergraduate Program Description***

Students are invited to join the Honors Program as entering freshmen. Students wishing to be considered for admission to the Honors Program after freshman year must have a Dean's List average for freshman year, exhibit an ability to work well with others, and have a desire to develop abilities by being involved in the functions associated with the program. Throughout the program, a participant is expected to remain on the Dean's List and actively participate in planning and executing program functions.

The Honors Program has as its goal the development of professional skills and leadership ability in the organizational world. A brochure giving more details regarding requirements and activities will be mailed on request.

Students in the Honors Program must take MH 126 Business and Professional Speaking, MD 384 Applied Statistics, and MH 199 Senior Honors Thesis. These three courses are in addition to the 39 courses required for the degree.

***Undergraduate Course Offerings***

**Note:** Future course offerings and courses offered on a periodic basis are listed at <http://www.bc.edu/courses/>.

**MH 011 Introduction to Ethics (Fall/Spring: 1)**

This is a 1-credit sixth course taken during one semester of the freshman year taught by professors in CSOM.

Students will learn the basic modes of ethical reasoning and concepts of moral development. Students will be asked to reflect on their own experiences and actions in light of these ideas.

*The Department***MH 126 Business and Professional Speaking (Fall/Spring: 3)**

This course is restricted to students in the CSOM Honors Program.

This course is designed to be an introduction to the theory, composition, delivery, and criticism of speeches. Individual as well as group speaking assignments will be used to help the student become more comfortable and confident in speaking situations. The following areas will be developed: the uses of evidence, the development of clear organizational structure, and the development of a dynamic presentational style. The student will also examine speaking from the audience perspective, and learning ways to analyze and evaluate the oral presentations of others.

*The Department***MH 150 CSOM Practicum (Fall/Spring: 1)***The Department***MH 199 Senior Honors Thesis (Fall/Spring: 3)**

*Prerequisite:* The Senior Honors Thesis is a requirement of all Carroll School of Management Honors Program seniors, or by permission of the dean and director.

The honors thesis consists of a project always done under the direction of a faculty member on any subject of strong interest to the student. The topic and format of the project are mutually agreed upon by the student, advisor, and the Director of the Honors Program. The most important criteria of this work is that it be of high academic excellence and that it be of importance and interest to the student.

*The Department***MH 398 Thesis Research Seminar (Fall: 3)***The Department***Marketing*****Faculty***

**Arch Woodside**, *Professor*; B.S., M.B.A., Kent State University; Ph.D., Pennsylvania State University

**Victoria L. Crittenden**, *Associate Professor*; B.A., Arkansas College; M.B.A., University of Arkansas; D.B.A., Harvard University

**Katherine N. Lemon**, *Associate Professor*; B.A., Colorado College; M.B.A., Wichita State University; Ph.D., University of California, Berkeley

**Kathleen Seiders**, *Associate Professor*; B.A., Hunter College; M.B.A., Babson College; Ph.D., Texas A&M

**Gerald E. Smith**, *Associate Professor and Chairperson*; B.A., Brandeis University; M.B.A., Harvard University; D.B.A., Boston University

**Richard Hanna**, *Assistant Professor*; B.S., B.A., M.S., D.B.A., Boston University

**Jeffrey Lewin**, *Assistant Professor*; B.B.A., Florida State University; M.B.A., Florida Atlantic University; Ph.D., Georgia State University

**Elizabeth Gelfand Miller**, *Assistant Professor*; B.A., Cornell University; M.A., Ph.D., The Wharton School, University of Pennsylvania

**Maria Sannella**, *Lecturer*; B.A., San Jose State College; M.Ed., M.B.A., Ph.D., Boston College

**Cathy Waters**, *Lecturer*; B.S., University of Vermont; M.B.A., Boston College

**Sandra J. Bravo**, *Adjunct Lecturer*; B.A., University of Massachusetts-North Dartmouth; M.B.A., Babson College

**Patricia Clarke**, *Adjunct Lecturer*; B.S., Boston College; M.B.A., Babson College

**Philip J. Preskenis**, *Adjunct Lecturer*; B.A., Framingham State College; M.B.A., Suffolk University

#### Contacts

- Department Secretary: Maureen Preskenis, 617-552-0420, maureen.preskenis@bc.edu
- Department Fax Number: 617-552-6677
- Website: <http://www.bc.edu/marketing/>

#### Undergraduate Program Description

According to the American Marketing Association, marketing is “the process of planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and services to create exchanges that satisfy individual and organizational objectives.”

All organizations, either explicitly or implicitly, practice marketing activities, including business, nonprofit, and government organizations. Typical career tracks are product or brand management, sales, fund-raising, marketing research, retail management, distribution management, advertising and promotion, and international marketing.

The approaches used to study marketing include lectures, discussions, analytic techniques, case studies, role playing, special projects, and guest speakers. They are all interwoven within a decision-making framework so that the student is provided with a pragmatic understanding of the major tools and guides required of today’s marketing manager.

#### Concentration in Marketing

Marketing Principles is a prerequisite for all other Marketing courses. Beyond the required Core course (MK 021 Marketing Principles) students must take four courses for the Marketing concentration. Of these four courses, the two required are as follows:

- MK 253 Marketing Research
- MK 256 Applied Marketing Management

Marketing Research should be taken in the spring semester, junior year. Applied Marketing Management should be taken in the senior year.

The two additional courses may be taken from any of the following electives:

- MK 148 Service Marketing
- MK 152 Consumer Behavior
- MK 153 Retail and Wholesale Distribution
- MK 154 Communication and Promotion
- MK 157 Professional Selling and Sales Management
- MK 158 Product Planning and Strategy
- MK 161 Customer Relationship Management (cross listed with MD 161)
- MK 168 International Marketing
- MK 170 Entrepreneurship: Innovation and Marketing in a New Venture
- MK 172 Marketing Ethics

- MK 252 E-Commerce (cross listed with MD 253)
- MK 258 Marketing Analysis

Students interested in a career in marketing often take more than the minimum four courses in order to enhance career preparation.

Students are cautioned, however, against becoming too narrowly specialized.

MK 299 Individual Study is offered for enrichment purposes only. It does not count toward the Marketing concentration, but does allow a student the opportunity to be creative with learning interests. A student must have agreement from a Marketing professor to oversee the individual study prior to signing up for the course.

#### Information for Study Abroad

Prior to going abroad, Marketing majors must have taken the Core marketing course (MK 021). Only one course from the international university can be considered for major credit. Only major electives can be taken abroad. Students should meet with Maria Sannella prior to going abroad.

#### Undergraduate Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed on the at <http://www.bc.edu/courses/>.

#### MK 021 Marketing Principles (Fall/Spring: 3)

This course will explore the basic concepts, principles, and activities that are involved in modern marketing. It presents marketing within the integrating framework of the marketing management process that consists of organizing marketing planning, analyzing market opportunities, selecting target markets, developing the marketing mix, and managing the marketing effort. Additional attention is focused on international marketing, services marketing, non-profit marketing, and marketing ethics.

*Sandra Bravo*

*Patricia Clarke*

*Elizabeth Miller*

*Philip Preskenis*

*Maria Sannella*

*Cathy Waters*

#### MK 031 Marketing Principles—Honors (Fall: 3)

See course description under MK 021.

#### MK 148 Services Marketing (Fall: 3)

*Prerequisite:* MK 021

The service sector of the economy is twice as large as the manufacturing sector. Service organizations differ in many important respects from manufacturing businesses and require a distinctive approach to marketing strategy development and execution. Some service businesses to be studied include TV and radio stations, hospitals and HMOs, hotels, theaters, music groups, and airlines. Service providers include accountants, lawyers, doctors, and dentists.

*Maria Sannella*

#### MK 152 Consumer Behavior (Fall: 3)

*Prerequisite:* MK 021

This course is designed to integrate the disciplines of psychology, anthropology, and sociology with marketing to explain, understand, and predict consumer decisions. This is achieved by exploring both the theoretical and practical implications of (1) individual behavioral variables such as motivation, learning, perception, personality, and attitudes, (2)

group influences such as family, culture, social class, and reference group behavior, and (3) consumer decision processes such as cognitive dissonance, brand loyalty, and new product adoption, and risk reduction.

*Elizabeth Miller*

**MK 153 Retail/Wholesale Distribution (Spring: 3)**

*Prerequisite:* MK 021

This class focuses on the necessary concepts and principles of retailing involved in making retail and wholesale decisions. The course looks at retailing from both a consumer perspective (e.g., why does a consumer shop a particular retail outlet?) and a business-to-business perspective (e.g., how does the retailer decide which supplier to use?). Additionally, the course examines the various methods of retailing (e.g., bricks and mortar, bricks and clicks) and how these methods have evolved and will evolve in the future.

*Maria Sannella*

**MK 154 Communication and Promotion (Fall/Spring: 3)**

*Prerequisite:* MK 021

This course concerns the communication function in marketing. It builds on a base of strategic marketing planning and consumer behavior and then proceeds to treat advertising, sales promotion, reseller stimulation, and public relations as part of an overall promotional mix. These various communication methods are considered as variables to be used concurrently and interactively to meet strategic marketing objectives. The study of advertising is a major topic in this course, although its role will be considered in light of overall organizational promotional objectives.

*Sandra Bravo*

*Arch Woodside*

**MK 157 Professional Selling and Sales Management (Fall/Spring: 3)**

*Prerequisite:* MK 021

The selling profession is experiencing substantial change, reflecting in part the emergence of a global economy and the turbulence of the marketplace caused by mergers and leveraged buyouts. There is a growing recognition that salespeople need greater expertise. Methods that were successful in the past are giving way to new and demanding disciplines. This course first teaches the principles of selling, then concentrates on a sales operating system that emphasizes the need for setting sound sales strategies and practicing good sales tactics.

*Patricia Clarke*

*Jeffrey Lewin*

**MK 158 Product Planning and Strategy (Spring: 3)**

*Prerequisite:* MK 021

With the growing concern over the success rate of new products, an intense effort is being employed by marketers to establish more effective new product development and management strategies. Using lectures and case studies, this course will focus on the process of conceiving new products, developing an effective organization, and designing and implementing effective marketing strategies and policies over the course of the product life cycle. Class material will provide the student with insight into new product development across a wide variety of industries.

*Cathy Waters*

**MK 161 Customer Relationship Management (Spring: 3)**

*Prerequisite:* MK 021

**Cross Listed with MD 161**

See course description in the Operations, Information, and Strategic Management Department.

*The Department*

**MK 170 Entrepreneurship: Innovation and Marketing in a New Venture (Fall/Spring: 3)**

*Prerequisites:* MK 021, MF 021, MA 021, MA 022

Starting and operating a new business involves considerable risk and effort to overcome all the inertia against marketing a new venture. More than two million new enterprises are launched each year, but seventy percent fail. Success requires not only effective personnel skills, but also effective managerial and marketing skills. This course will focus on the characteristics and the background(s) of entrepreneurs, the assessment of marketing opportunities, the development of a business plan, and the financing, management, and marketing of the new venture.

*Stephen Moore*

**MK 172 Marketing Ethics and Creative Thinking (Spring: 3)**

*Prerequisite:* MK 021

This course is designed to assist future marketing practitioners with the development of their ethical decision-making skills and the application of creative thinking in the formulation of alternative courses of action in difficult ethical situations. In the ethics area, the course begins by reviewing the traditional foundations of ethical reasoning followed by more intensive study of selected current theories and relevant readings in the areas of business and marketing ethics. Against this background, the course focuses on cases and readings involving ethical problems in marketing.

*Maria Sannella*

**MK 252 Electronic Commerce (Fall/Spring: 3)**

*Prerequisite:* MK 021

**Cross Listed with MD 253**

See course description in the Operations, Information, and Strategic Management Department.

*John Gallagher*

**MK 253 Marketing Research (Fall/Spring: 3)**

*Prerequisite:* MK 021

Marketing managers depend on the availability of timely and accurate market information to reduce their risk in decision making. The goal of this course is to provide students with a solid grounding in contemporary marketing research methods to enable them to recognize the need for research, to design and implement some research projects on their own, and to evaluate knowledgeably the research methods and results presented to them by others. Students will acquire a working knowledge of both qualitative and quantitative analysis methods and will apply these skills to a marketing research project.

*Adam Brasel*

*Richard Hanna*

*Jeffrey Lewin*

*Arch Woodside*

**MK 256 Applied Marketing Management (Fall/Spring: 3)**

*Prerequisite:* MK 021

This integrating course emphasizes the importance of strategy formulation as the basis for sound marketing management and decision making. The course stresses the application of marketing concepts and

principles through case analysis and class discussion of cases, problems, and current marketing readings. Attention is placed on identifying and evaluating marketing strategies and problems and developing explicit recommendations for action.

*Jeffrey Lewin  
Cathy Waters  
Arch Woodside*

**MK 299 Individual Study (Fall/Spring: 3)**

This is an individualized course that is developed by a student and a faculty member and is approved by the department chairperson. This course cannot be counted toward the Marketing concentration.

A student with a unique idea or specialty area that is not covered by any of the scheduled courses may request to study that area with the approval of a faculty supervisor. A written proposal outlining the area of interest to be studied is necessary for approval.

*The Department*

**Graduate Course Offerings**

**MK 705 Marketing (Fall/Spring: 3)**

This course focuses on the managerial skills, tools, and concepts required to produce a mutually satisfying exchange between consumers and providers of goods, services, and ideas. The material is presented in a three-part sequence. Part one deals with understanding the market place. Part two deals with the individual parts of the marketing program such as pricing, promotion, product decisions, and distribution. Part three of the course deals with overall strategy formulation and control of the marketing function. Students in this course will come to understand the critical links between marketing and the other functional areas of management.

*Kathleen Seiders*

**MK 719 Key Strategies in Marketing (Spring: 3)**

Building on the knowledge gained in the core marketing class, this course pursues key strategic marketing issues in-depth. With market orientation as the central focus, areas examined include growth strategies, target market strategies, marketing relationships, marketing program development, organizing the marketing function, implementation and marketing performance assessment.

*Gerald Smith*

**MK 721 Marketing (Fall: 2)**

This course focuses on the managerial skills, tools, and concepts required to produce a mutually satisfying exchange between consumers and providers of goods, services, and ideas. The material is presented in a three-part sequence. Part one deals with understanding the market place. Part two deals with the individual parts of the marketing program such as pricing, promotion, product decisions, and distribution. Part three of the course deals with overall strategy formulation and control of the marketing function. Students in this course will come to understand the critical links between marketing and the other functional areas of management.

*Katherine Lemon*

**MK 801 Marketing Research (Fall/Spring: 3)**

*Prerequisite:* MK 705 or MK 721

Addresses the methods and techniques of securing information essential to reducing risk in management decision making and effectively solving marketing problems. Subjects include research design,

data collection methods, planning research, sampling, data analysis, and the applications of research to the task of managing the marketing effort. Case projects developed.

*The Department*

**MK 804 Consumer Behavior (Fall: 3)**

*Prerequisites:* MK 705 or MK 721 and at least one other marketing elective

Emphasizes the need for managers to understand how and which consumers make buying decisions in order to enhance the effectiveness of marketing strategies. Analyzes psychological variables such as perception, motivation, learning, attitudes and personality and sociological variables such as culture, the family, social class and reference group. It assesses their importance to the marketing of products and services. In a term report, students research a consumer behavior problem or issue and propose a research project that addresses the problem.

*Arch Woodside*

**MK 807 International Marketing Management (Spring: 3)**

*Prerequisite:* MK 705 or MK 721

Provides students with a basic understanding of the various components of marketing in a global environment and their interrelationships. Uses case discussions, lectures, and group projects to enable students to make rational and logical marketing decisions in the international marketplace.

*Victoria Crittenden*

**MK 808 Communication and Promotion (Spring: 3)**

*Prerequisite:* MK 721 or MK 705

This course explores the field of marketing communications from the perspective of a marketing or brand manager. It shows how to manage each element of the promotional mix to achieve an effective communications strategy. Students learn how to develop advertising objectives and strategies, positioning strategy, media strategy, how to measure and test buyer response to marketing communications, and how to manage the relationship between client and agency. The course is particularly useful to those interested in careers in product management, advertising, public relations, direct marketing, internet marketing, or careers involving the introduction of new products.

*The Department*

**MK 811 Customer Relationship Management (Spring: 3)**

*Prerequisite:* MK 705 or MK 721

**Cross Listed with MD 811**

This course focuses on how new technologies will affect marketing strategies. In today's dynamic markets, firms have exciting new marketing opportunities to interact and do business with customers—particularly via the Web and new wireless technologies (e.g., PDAs and mobile phones). In this course, we will focus on understanding the underlying strategies necessary to integrate these new technologies with traditional non-electronic marketing in today's fast-paced business environment.

*Kay Lemon*

**MK 813 Services Marketing (Spring: 3)**

*Prerequisite:* MK 705 or MK 721. MK 801 is also recommended.

This course will concentrate on the customer—from identifying viable customer segments, targeting specific niches or groups of customers, developing marketing programs to satisfy their needs, providing them with superior service and through assessing the firm's effectiveness

in terms of customer attraction and loyalty. This course will focus on marketing tools, techniques, and strategies necessary for managing service institutions, as well as the strategic use of market information.

*Kathleen Seiders*

### **MK 814 Pricing Policy/Strategy (Fall: 3)**

*Prerequisite:* MK 705 or MK 721, as well as an understanding of the fundamentals of cost accounting

This course explores pricing strategy and shows how pricing can be managed to achieve profitability. The course is practical and hands-on. It examines current pricing practices used by many companies, and shows how they lead to distortions and problems. It suggests strategic principles that lead to more profitable pricing decisions, including methods for financial analysis that focus on pricing profitability. Other topics include value-based pricing, managing price competition, segmenting markets based on price sensitivity, segmentation pricing strategies, buyer psychology of pricing, and research methods for assessing price sensitivity.

*Gerald Smith*

### **MK 853 Electronic Commerce (Fall/Spring: 3)**

**Cross Listed with MD 853**

See course description in Operations, Information, and Strategic Management.

### **MK 897 Directed Readings (Fall/Spring: 3)**

*Gerald Smith*

## **Operations, Information, and Strategic Management**

### *Faculty*

**Walter H. Klein**, *Professor Emeritus*; B.S., M.B.A., Ph.D., University of Pittsburgh

**Larry P. Ritzman**, *Galligan Professor Emeritus*; B.S., M.B.A., University of Akron; D.B.A., Michigan State University

**Mary Cronin**, *Professor*; B.A., Emmanuel College; M.L.S., Simmons College; M.A., Ph.D., Brown University

**James Gips**, *Professor; John R. and Pamela Egan Chair*; S.B., Massachusetts Institute of Technology; M.S., Ph.D., Stanford University

**Samuel B. Graves**, *Professor*; B.S., U.S. Air Force Academy; M.S., D.B.A., George Washington University

**Jeffrey L. Ringuest**, *Professor*; B.S., Roger Williams College; M.S., Ph.D., Clemson University

**M. Hossein Safizadeh**, *Professor*; B.B.A., Iran Institute of Banking; M.B.A., Ph.D., Oklahoma State University

**Sandra A. Waddock**, *Professor*; B.A., Northeastern University; M.A., Boston College; M.B.A., D.B.A., Boston University

**Robert G. Fichman**, *Associate Professor*; B.S.E., M.S.E., University of Michigan; Ph.D., Massachusetts Institute of Technology

**Joy Field**, *Associate Professor*; M.S., M.B.A., Ph.D., University of Minnesota

**John Gallaughier**, *Associate Professor*; B.A., M.B.A., Boston College; Ph.D., Syracuse University

**Marta Geletkanycz**, *Associate Professor*; B.S., Pennsylvania State University; M.B.A., New York University; Ph.D., Columbia University

**Hassell McClellan**, *Associate Professor*; B.A., Fisk University; M.B.A., University of Chicago; D.B.A., Harvard University

**David C. Murphy**, *Associate Professor and Chairperson*; B.B.S., New Hampshire College; M.B.A., D.B.A., Indiana University

**C. Peter Olivieri**, *Associate Professor*; B.S., B.A., M.B.A., Boston College; Ph.D., Columbia University

**Richard A. Spinello**, *Associate Research Professor*; A.B., M.B.A., Boston College; M.A., Ph.D., Fordham University

**Mohan Subramaniam**, *Associate Professor*; B.Tech., M.S., University-Baroda, India; M.B.A., Indian Institute of Management; D.B.A., Boston University

**Gregory Heim**, *Assistant Professor*; A.B., University of Chicago; Ph.D., University of Minnesota

**Nigel P. Melville**, *Assistant Professor*; B.S., University of California, Los Angeles; M.S., University of California, Santa Barbara; Ph.D., University of California, Irvine

**Robert Sroufe**, *Assistant Professor*; B.S., Lake Superior State University; M.B.A., Ph.D., Michigan State University

**Paul Tallon**, *Assistant Professor*; B.C., M.M.S., University College Dublin; Ph.D., University of California, Irvine

**Mei Xue**, *Assistant Professor*; B.A., B.E., Tianjin University; M.S.E., A.M., University of Pennsylvania; Ph.D., The Wharton School, University of Pennsylvania

**Tieying Yu**, *Assistant Professor*; B.S., Nankai University; M.S., Fudan University; Ph.D., Texas A&M University

**Richard McGowan, S.J.**, *Adjunct Associate Professor*; B.S., Widener University; M.A., University of Delaware; M.Div., Th.M., Weston School of Theology; D.B.A., Boston University

**Larry C. Meile**, *Adjunct Associate Professor*; B.S., M.B.A., University of Wisconsin; Ph.D., Texas Tech University

**Lawrence Halpern**, *Lecturer*; B.A., Harvard University; M.B.A., Columbia University

**David R. McKenna**, *Lecturer and Director of the Honors Program*; B.S., M.B.A., Boston College

### **Contacts**

- Department Secretary: Joyce O'Connor, 617-552-0460, joyce.oconnor@bc.edu
- Website: <http://www.bc.edu/osm/>

### ***Undergraduate Program Description***

The Department offers undergraduate and graduate courses in the areas of Decision Analysis, Operations Management, Information Systems, and Strategic Management. Undergraduate concentrations are offered in Operations and Technology Management and Information Systems.

### ***Concentration in Operations and Technology Management***

The Operations and Technology Management concentration is designed to provide students with knowledge of the current issues in the fields of operations management and information technology. Intense competition in the fast-paced global markets has made competencies in these fields the focus of attention in both manufacturing and service organizations. The concentration satisfies the need for students with in-depth knowledge of issues in both disciplines.

This unique concentration combines teaching of analytical methods, operations management issues, information technology, and strategic management. The curriculum recognizes the importance of environmental, ethical, and social issues. The pedagogy entails field studies, case studies, design of information systems, and analytical modeling.

The concentration purposefully builds upon the Carroll School of Management core, particularly complementing the courses in statistics, economics, management science, and strategy and policy to produce an exceptionally fine package strongly grounded in analysis while being managerial in focus. Our courses emphasize analysis and policy formulation and are explicitly designed to deliver the skills and knowledge required by successful managers in today's competitive environment.

The courses both intersect with and transcend the functional disciplines making Operations and Technology Management a good choice as a second major for those who may have already decided upon a primary concentration in Accounting, Finance, Marketing, Computer Science, or Human Resources Management.

### ***Objectives of the Undergraduate Concentration in Operations and Technology Management***

The objectives of the undergraduate concentration are to develop managers who:

- exercise managerial judgement
- analyze managerial problems
- understand the complexity of the managerial decision-making environment
- identify sources of competitiveness in an industry and organization
- appreciate the interrelations of the various functional areas in an organization and their role in resource allocation
- apply a global perspective, a broad view of the role of general managers, and have a thorough understanding of the operations function
- understand and use information technology
- understand and appreciate the emerging ethical issues arising from ubiquitous networking
- appreciate the role of operations and information technology within the structure of an organization
- possess a high level of communication and interpersonal skills
- apply quantitative techniques

### ***Careers in Operations and Technology Management***

Managers with the traits listed above can choose from a wide range of positions and career tracks. Our graduates have been successful in attaining positions dealing with process management and analysis in major companies such as Accenture, Deloitte & Touche, General Electric, IBM, Goldman Sachs, JP Morgan Chase, UBS Warburg, Hewitt and Associates, and Teradyne.

Students with this concentration may pursue careers in consulting, manufacturing, financial services, healthcare services, retail, transportation, technology, government, and not-for-profit organizations. In a manufacturing firm the senior executives would likely have the title of Vice President of Manufacturing or Vice President of Information Systems. In a service industry, such as banking or health care, the title would be Vice President or Director of Operations. At lower levels in the firm are positions such as Systems Analyst, Operations Analyst, Director of Materials/Inventory Control, Plant/Manufacturing Manager, Purchasing Manager, Distribution Manager, Quality Control Manager/Analyst, Operations Analyst, and Management Trainee, as well as positions on the corporate planning staff.

The demand for managers with these skills is high and will grow higher as United States firms continue to recognize that they compete not only with new products, good marketing, and skillful finance, but also with unique competence in operations and information

technology. Salaries for majors in Operations and Technology Management are and will likely remain competitive with all other concentrations in management.

### ***Courses Required for the Operations and Technology Management Concentration***

The following two courses are required for the concentration:

- MD 240 Management Information Systems (fall and spring)
- MD 375 Operations and Competition (fall)

The student must also take at least one of the following:

- MD 384 Applied Statistics (spring)
- MD 604 Management Science (fall)
- MD 606 Forecasting Techniques (fall)

The student should also take one of the following:

- MD 253 Electronic Commerce (fall and spring)
- MD 254 E-Service Operations Management (spring)

Students are strongly encouraged to take additional courses from those listed above.

### ***Concentration in Information Systems***

The Operations, Information, and Strategic Management Department is responsible for administering the Information Systems concentration, offering advanced elective courses, and providing principal advising for students. The Computer Science Department actively participates in the IS program, offering the first year sequence of the IS program, and providing advising support and consultation on an as-needed basis for IS students.

*IS Concentration Coordinators:* Professors John Gallagher and James Gips

Information Systems (IS) are the lifeblood of the modern enterprise, making up the single largest portion of capital spending among US corporations. Information Systems have the power to create and restructure industries, empower individuals and firms, and dramatically reduce costs. Many of the world's most successful corporations arrived at their position in part due to their effective use of such systems. However, when poorly designed and implemented IS can become a major source of risk, squander shareholder wealth, waste taxpayer money, and destroy firms and careers. As a result, organizations desperately need well-trained information systems specialists and technology-savvy managers. Today's manager simply cannot effectively perform without a solid understanding of the role of information systems in organizations, competition, and society.

The Information Systems concentration focuses on both technology and its effective use in organizations. In this program, students will learn how to plan, develop, and deploy technology-based business solutions, as well as understand the strategic role of IS in organizations and the influential role of technology in society. The Information Systems concentration is designed for students with an aptitude for logical, analytical thinking and prepares them for entry-level positions in a variety of fast-growing professions. The Information Systems concentration is a strong choice as a primary concentration for CSOM students. Given the increasing influence of IS in all functional areas, it also serves as an excellent second concentration for students whose primary concentration is in another field such as accounting, finance, marketing, or operations and technology.

The Information Systems concentration emphasizes both team and individual work, allowing students to gain the skills and experience to analyze, design, program, and implement computerized information

systems. The curriculum emphasizes software development technologies, data management, data communications, electronic commerce, knowledge management as well as the fundamentals of computer hardware and software systems, high-level software design and programming, project management, emerging technology studies, and the strategic, operational, and responsible use of information systems.

The concentration builds on the CSOM core functional areas of accounting, finance, marketing, operations and organization behavior, and strategy, complementing the more analytic courses in statistics, economics, management science to ground students in technical analysis while maintaining managerial focus.

### ***Objectives of the Undergraduate Concentration in Information Systems***

The objectives of the undergraduate concentration are to develop managers who can:

- understand contemporary technologies and demonstrate an awareness of issues related to their effective use and implementation.
- assess the current role of IS in an organization, identify areas for the effective use of IS, and propose new IS to meet organizational objectives and/or foster competitive advantage.
- use information technologies, systems practices and project management to plan, evaluate, develop, implement, and manage information systems.
- consider the implications associated with developing, purchasing, or outsourcing information systems components.
- appreciate the ethical and broader societal issues arising from the use of information technology.

### ***Careers in Information Systems***

IS professionals encompass a broad array of careers, from the highly technical to those which bridge the gap between the people who program information systems and the people who use them. Information Systems concentrators may pursue a variety of careers in business, consulting, and government. These include consultant, systems analyst, systems programmer, systems designer, systems integrator, database administrator, network administrator, as well as careers in IS and technology management. At higher levels within the firm, the job titles would include Director of MIS, Vice President of Information Technology, Chief Information Officer, Chief Knowledge Officer, and Chief Technology Officer. The greatest demand in the IS field will be for professionals who have technical knowledge supported by a solid understanding of the role of information systems in business and organizations.

### ***Courses Required for the Information Systems Concentration***

- MD/CS 157 Introduction to Programming in Management (or CS 101 or the previously offered MC 201, MC 140 or MC 101)
- MD/CS 257 Database Systems and Applications (or the previously offered MC 254)
- MD/CS 258 Systems Analysis and Design (or the previously offered MC 252)
- Any one of the following: MD 240, 253, 254, 274, or MA 320 (Courses completed by the end of 2003 that were MC 200 or above will fulfill this requirement.)

### ***Study Abroad***

Although there are no particular prerequisites needed in order to qualify for study abroad, the usual course prerequisites still apply. There is no limit to how many courses taken abroad will be allowed for major credit. If the courses are judged equivalent and if the proposed courses constitute a reasonable selection, major or elective credit will be given. Note well: MD 099 Strategy and Policy is the integrative capstone course to the CSOM core and should be taken at Boston College during senior year.

All students wishing to study abroad must first meet with Richard Keeley, Associate Dean. Students should then meet with David Murphy, Department Chairperson, for course approvals. All course approvals should be sought in person, with all supporting documentation (course description, detailed syllabus, etc.) in hand. All approvals should be obtained prior to going abroad.

### ***Undergraduate Course Offerings***

**Note:** Future course offerings and courses offered on a periodic basis are listed at <http://www.bc.edu/courses/>.

#### **MD 021 Operations Management (Fall/Spring: 3)**

*Prerequisites:* EC 131, EC 132, EC 151, MA 022, CS 021, and MT 235

This course is an introduction to operations management. Operations, like accounting, finance, marketing, and human resources, is one of the primary functions of every organization. Operations managers transform human, physical, and technical resources into goods and services. Hence, it is vital that every organization manage this resource conversion effectively and efficiently. How effectively this is accomplished depends upon the linkages between operating decisions and top management (strategic) decisions. The focus of the course is decision-making at the operating level of the firm. A strong emphasis will be placed on the development and use of quantitative models to assist decision making.

#### *The Department*

#### **MD 031 Operations Management—Honors (Fall: 3)**

*Prerequisites:* EC 131, EC 132, EC 151, MA 022, CS 021, and MT 235

#### **Core course for the CSOM Honors Program**

Operations management focuses on the planning, implementation, and control of activities involved in the transformation of resources into goods and services. This course provides an introduction to the management of business operations and emphasizes understanding of basic concepts and techniques in the operations management area that are needed to facilitate efficient management of productive systems in manufacturing and service sectors. A strong emphasis is placed on the development and use of quantitative models to assist operational decision making. The course is taught in an interactive setting and requires class participation.

#### *The Department*

#### **MD 099 Strategy and Policy (Fall/Spring: 3)**

*Prerequisite:* Successful completion of the CSOM Core requirements.

**This is the senior integrative capstone course of the CSOM Core.**

This course attempts to provide future leaders and strategists with an understanding of strategic management that will enable them to function effectively in a complex, global economy. Successful strategists need to define goals, analyze the organization and its environment, make choices, and take concerted actions to effect positive change in their

organization and society. Using the conceptual tools and analytic frameworks of strategic management, this course provides a perspective that is integrative, yet analytical. This perspective helps students make sense of the global business and societal environments, understand the ambiguities and dilemmas of management, and learn how to take effective action.

*The Department*

**MD 100 Competitive Strategy—Honors (Fall: 3)**

*Prerequisites:* MD 100 substitutes for MD 099 in the CSOM Core requirements, hence, it has the same prerequisites as MD 099.

**This is the senior integrative capstone course of the CSOM Core.**

This course is designed to develop the administrative perspective and general management skills necessary for determining and achieving the strategic objectives of a firm. Through case studies and readings, the course exposes future managers to (1) the use of strategic concepts to achieve corporate objectives and mission in competitive situations through the use of strategic management concepts, including environmental and industry analysis, and (2) the integrative application of knowledge gained from all of the management disciplines to solve actual management dilemmas.

*Richard McGowan, S.J.*

**MD 157 Introduction to Programming in Management (Fall/Spring: 3)**

*Prerequisite:* CS 021

**Cross Listed with CS 157**

**This course is required for Information Systems concentrators.**

An introductory programming course for students interested in management applications. Students will learn to design and implement software in the Visual Basic programming language.

*Craig Brown*

*James Gips*

*Ed Sciore*

**MD 159 Information Technology for Financial Services (Spring: 3)**

*Prerequisite:* MF 021

**Cross Listed with MF 159**

The Financial Services sector occupies a prominent position in the early adoption of leading edge Information Technology. This course investigates current and future IT operations in three key areas: securities trading, brokerage operations, and retail banking. Students will review how IT impacts personal insurance, mutual funds, mortgage origination, credit card processing and cashless payment systems. Student teams will play a virtual stock market game designed to showcase how IT shapes investment decisions. The course also examines the IT implications of recent legislation such as the Patriot Act.

*Paul Tallon*

**MD 161 Customer Relationship Management (Fall: 3)**

*Prerequisite:* MK 021

**Cross Listed with MK 161**

This course will focus on how new technologies will affect marketing strategies. In today's dynamic markets, firms have exciting new marketing opportunities to interact and do business with customers; particularly via the web and new wireless technologies. In this course we will focus on understanding the underlying strategies necessary to integrate these new marketing technologies with traditional non-electronic approaches to marketing. The course will incorporate a project,

cases, guest speakers, exams, and lectures. Students should be challenged by the course, and should gain a solid understanding of the role of electronic marketing in today's fast-paced environment.

*John Westman*

**MD 240 Management Information Systems (Fall/Spring: 3)**

*Prerequisite:* MC 021

This course introduces the student to the strategic value and the organizational effects of modern information systems and communications technology. It looks at information systems and their development from the department level, the division level, and the enterprise level.

*John Gallagher*

**MD 253 E-Commerce (Fall/Spring: 3)**

**Cross Listed with MK 252**

Electronic commerce is more than just a buzz word—business on the Internet has altered the competitive landscape for large and small corporations alike and it is still in its early stages. Electronic commerce is reshaping industries, creating new opportunities, and challenging existing commercial models and relationships. Managers will need to understand the underpinnings of electronic commerce in order to make informed decisions about its impact on the future of the corporation. This course will provide a managerial overview of the technologies supporting and enabling electronic commerce and will then focus on how it is changing the organization and the competition.

*John Gallagher*

**MD 254 Service Operations Management (Spring: 3)**

*Prerequisite:* MD 021

This course will focus on aspects involved in the management of service operations within the "pure" service sector (financial service, retail, transportation, travel and tourism, government, etc.) and within the service functions of manufacturing (after-sales support, financing, etc.). After an introductory section to provide an overview of the role of services in the economy and within the functioning of various enterprises (to include government, not-for-profits, etc.), the following topics will be explored: design and delivery of services, measurement for productivity and quality, managing capacity and demand, quality management, redesign of service delivery processes, management of technology, and managing human resources.

*Mei Xue*

**MD 257 Database Systems and Applications (Fall/Spring: 3)**

*Prerequisites:* CS 021, MD/CS 157. CS 101 may substitute for MD/CS 157

**Cross Listed with CS 257**

**This course is required for Information Systems concentrators.**

See course description in the Computer Science Department.

**MD 258 Systems Analysis and Design (Fall/Spring: 3)**

*Prerequisites:* CS 021, MD/CS 157 and MD/CS 257, MD/CS 257 may be taken concurrently. CS 101 may substitute for MD/CS 157.

**Cross Listed with CS 258**

**This course is required for Information Systems concentrators.**

See course description in the Computer Science Department.

**MD 260 Social and Ethical Issues in Information Technology (Spring: 3)**

**Cross Listed with CS 260**

The emergence of the Internet and the digital revolution present new threats and opportunities for business in the twenty first century. This course seeks to provide students with the conceptual tools to

understand the social, political, and legal environment affecting telecommunications and information processing. Among the questions considered will be the following: what is a sensible telecommunications policy for the information age? What are the key policy and ethical issues in a networked world? Who governs and who should govern the Net? Specific topics include copyright protection, free speech, privacy rights, and public policies governing the use of encryption.

*Richard Spinello*

**MD 265 Globalization, Culture and Ethics (Fall: 3)**

**Satisfies Cultural Diversity Core Requirement**

This course helps students learn how to manage responsibly across different countries and cultures. The spread of capitalism and expansion of markets around the globe provoke challenging questions about socially responsible management. Managers must decide whether strategies and ethical principles that make sense in one culture can be applied to others. Central to the course will be the difficult choice between adapting to prevailing cultural norms or initiating a cultural/moral transformation. The course considers a number of cases set in different cultural contexts. There are selected readings about the beliefs, ideals, and values at the core of these different cultures.

*Richard Spinello*

**MD 299 Independent Study (Fall/Spring: 3)**

*Prerequisite:* Senior standing and permission of department chairperson  
**By arrangement**

The student works under the direction of an individual professor.

*The Department*

**MD 310 Corporate Citizenship (Fall: 3)**

*Prerequisite:* Junior or Senior status

**Restricted to CSOM Juniors and Seniors**

Companies today can hardly avoid demands from all quarters of society that they be better corporate citizens, that they be responsible and accountable for their impacts on stakeholders, on nature, and on society in general. This course will explore how companies attempt to develop their corporate citizenship and even gain competitive ecological, and political strategies and behaviors that companies use to enhance their reputations as leading corporate citizens, the ways in which they get in trouble, and how managers and leaders can develop the appropriate vision and values to lead companies as positive influences on societies.

*Sandra Waddock*

**MD 320 Accounting Information Systems (Fall/Spring: 3)**

*Prerequisites:* MA 022, CS 021

**Cross Listed with MA 320**

This course will review the strategies, goals and methodologies for designing, implementing, and evaluating the appropriate internal controls and audit trails in integrated accounting systems. This course also examines the effect the Internet has had on business and its financial implications with regard to accounting information systems.

*Frank Nemia*

**MD 375 Operations and Competition (Fall: 3)**

*Prerequisite:* MD 021

**Required for the Operations and Technology Management concentration.**

This course examines concepts, principles, and techniques for formulating, implementing, and evaluating an operations strategy. The purpose of the course is to link strategic and tactical operational

decisions to the creation of a competitive advantage. Topics to be covered include an overview of operations strategy content and process, service operations, workforce management, capacity and facilities strategy, supply chain management, project management, process design and technology choice, and quality and productivity improvement. Case studies are used to illustrate the concepts covered in the course.

*Joy Field*

**MD 384 Applied Statistics (Spring: 3)**

*Prerequisite:* Previous exposure to statistics and an ability to use computing facilities

**Acquaintance with linear algebra and the ability to use a computer are desirable.**

This course is an introduction to the theory and the use of linear statistical models particularly as they are applied to the analysis of data for forecasting and experimental analysis.

*David McKenna*

**Undergraduate and Graduate Course Offerings**

**MD 604 Management Science (Fall: 3)**

*Prerequisites:* MD 021, MD 707, or MD 723

**Strongly recommended for students interested in operations management.**

Covers the most frequently used quantitative tools of management: linear programming, integer programming, network models, multiple objective and goal programming, nonlinear programming, dynamic programming, inventory models, queuing models, Markov chains, game theory, decision theory, and decision trees.

*David McKenna*

**MD 606 Forecasting Techniques (Fall: 3)**

*Prerequisite:* Previous exposure to statistics and an ability to use computing facilities.

The planning process is dependent on both forecasting ability and logical decision-making. This course focuses on forecasting models of processes that occur in business, economics, and the social sciences. The techniques presented include time series models, single equation regression models, and multi-equation simulation models. The underlying theory is presented through real cases.

*Richard McGowan, S.J.*

**Graduate Course Offerings**

**MD 700 Economics (Fall/Spring: 3)**

This course covers microeconomics and macroeconomics. The microeconomics is a fairly traditional treatment of price theory which develops an analytic framework of demand and supply. Upon this base, the implications of the various market structures are considered within the usual structure/conduct/performance models with respect to behavior, price, output, and welfare implications. In macroeconomics, the variables of focus are interest rates, inflation, and unemployment. Based on an initial backdrop of the naive aggregate supply and aggregate demand concept, the Keynesian and monetary models are developed and fiscal and monetary policy explored. International trade, exchange rates, and balance of payments are also examined.

*The Department*

**MD 701 Economics (Fall: 2)**

This course covers microeconomics and macroeconomics. Microeconomics is a fairly traditional treatment of price theory which develops an analytic framework of demand and supply. Upon this base,

the implications of the various market structures are considered within the usual structure/conduct/performance models with respect to behavior, price, output, and welfare implications. In macroeconomics, the variables of focus are interest rates, inflation, and unemployment. Based on initial backdrop of the naive aggregate supply and aggregate demand concept, Keynesian and monetary models are developed and fiscal and monetary policy explored. International trade, exchange rates, balance of payments are also examined.

*The Department*

**MD 703 Computer Information Systems (Fall/Spring/Summer: 3)**

A major challenge facing management is the effective reaction and use of information, and the systems that capture, structure, and convey such information. This course is designed for executives and other managers who must resolve an often bewildering array of organizational, strategic, resource allocation, integration, planning, and performance issues involving information systems.

*The Department*

**MD 705 Statistics (Fall/Spring/Summer: 3)**

This course focuses on the analytical tools of statistics that are applicable to management practice. The course begins with descriptive statistics and probability and progresses to inferential statistics relative to central tendency and dispersion. In addition to basic concepts of estimation and hypothesis testing, the course includes coverage of topics such as analysis of variance and regression.

*The Department*

**MD 707 Operations Management (Fall/Spring/Summer: 3)**

*Prerequisite:* MD 705

This course covers the concepts, processes, and managerial skills that are needed in producing goods and services. The course focuses on decisions that convert broad policy directives into specific actions within the organization and that guide the monitoring and evaluating of the activity. The major techniques of quantitative analysis are applied to a variety of managerial decision problems. Emphasis is placed on developing formal analytical skills, especially in structured problem solving, and on recognizing the strengths, limitations, and usefulness of management science approaches.

*The Department*

**MD 708 Managing in the Global Environment (Fall/Spring/Summer: 3)**

This course introduces students to some of the salient issues concerning global industries and global strategy. The course will help students identify what characteristics make an industry global, evaluate what strategic options organizations have when competing in such industries, and develop frameworks to understand how to solve specific managerial problems associated with crafting and implementing a global strategy. The course will also expose students to how host governments influence a multinational company's actions in international markets and will introduce them to the unique issues these companies face when competing in emerging markets.

*The Department*

**MD 710 Management Practice III: Strategic Management (Fall/Spring/Summer: 3)**

The strategic management course deals with the overall general management of an organization. It stresses the role of the manager as strategist and coordinator whose function is to integrate the conflicting internal forces that arise from among the various organizational units

while simultaneously adapting to the external pressures that originate from a changing environment. Drawing on the knowledge and skills developed in the core curriculum, this course serves as the integrating experience for the M.B.A. program.

*The Department*

**MD 711 Management Practice IV: Social Issues in Management (Fall/Spring/Summer: 3)**

*Prerequisites:* Management Practice I, II, and III and M.B.A. Core

This course concentrates on the dynamic external environment surrounding the organization. It views the external environment from several perspectives: as a complex set of interrelated economic, legal, political, social, ecological, and cultural influences upon the organization, as a constellation of publics or constituencies (suppliers, unions, stockholders, government, local community, pressure groups, etc.) affecting the organization, or as a set of social issues (e.g., consumerism, pollution, discrimination, public disclosure, etc.) involving the organization and society.

*The Department*

**MD 714 Statistics (Fall: 2)**

Focuses on the analytical tools of statistics that are applicable to management practice. The student will learn how to deal with masses of data and convert those data into forms which will be the most useful for management decision making. This is the subject matter of descriptive statistics and includes graphs, histograms, and numerical measures. The student will learn how to distinguish important signals in the data from ever present noise. This is the subject matter of inferential statistics and includes hypothesis testing, confidence intervals, regression and correlation. All techniques are taught in the context of managerial decisions.

*Samuel Graves*

**MD 716 Modeling and Decision Analysis (Spring: 1)**

This course will show how the analysis of mathematical models using computer spreadsheets can assist those concerned with managerial decision making. Dealing with these decisions is a major part of the work of individuals at all levels in a modern organization. Using mathematical models to represent complex decision situations provides a manager with a valuable set of tools which aid management decision making. Examples and cases will be drawn from a variety of fields including corporate and strategic planning, accounting, finance, marketing, and operations management.

*Jeffrey Ringuest*

**MD 723 Operations Management (Spring: 2)**

*Prerequisite:* MD 714

This course covers the concepts, techniques, and managerial skills needed to manage the operations function found in both service and manufacturing organizations. Topics include both strategic and design decisions in operations, including operations strategy, competitive priorities, positioning strategy, process choice, process reengineering, statistical process control, managing technology, CIM, quality, learning curves, capacity, global operations, location, and layout. Such issues make operations management an interfunctional concern that requires cross-functional understanding and coordination. These topics and techniques are studied using a blend of theory, cases, analytical techniques, class discussions, and business examples.

*M.H. Safizadeh*

**MD 725 Managing in the Global Environment (Spring: 1)**

This course introduces students to some of the salient issues concerning global industries and global strategy. The course will help students identify what characteristics make an industry global, evaluate what strategic options organizations have when competing in such industries, and develop frameworks to understand how to solve specific managerial problems associated with crafting and implementing a global strategy. The course will also expose students to how host governments influence a multinational company's actions in international markets and will introduce them to the unique issues these companies face when competing in emerging markets.

*Mohan Subramaniam*

**MD 729 Managing Operations for Competitive Advantage (Spring: 2)**

*Prerequisite:* MD 723 or equivalent

Covers the decisions and practices of operations managers concerning suppliers, inventories, output levels, staffing patterns, schedules, just-in-time practices, and distribution. Decisions in these areas of operations management are made frequently, often daily, and have a major cumulative effect in all organizations. A key question becomes how this function can be managed to gain competitive advantage, both in organizations that provide services and in manufacturing organizations. Techniques such as ABC analysis, lot sizing, aggregate planning models, JIT, and scheduling systems are covered. These topics and techniques are studied using a blend of theory, cases, analytical techniques, class discussion, and business examples.

*Joy Field*

**MD 740 Management Practice III: Strategy and Information Systems (Fall: 3)**

*Prerequisites:* Management Practice I and II and M.B.A. Core

This is a strategy class with a strong technology focus. The ability to craft and execute strategy effectively lies at the heart of organizational success. It is impossible to separate an organization's competitiveness from its ability to use and leverage technology effectively, so particular attention is given to the relationship between strategy and information systems (IS). Information systems can be used to create assets that yield sustainable advantage, as well as to liberate and leverage an organization's existing competitive assets.

*Paul Tallon*

**MD 750 Management Practice IV: Managing in a Changing World (Spring: 3)**

*Prerequisites:* Management Practice I, II, III and M.B.A. Core

Emphasizes strategic management in the broadest possible context—in social, political, ecological, and ethical environments. These external environments are viewed as a complex set of interrelated economic, cultural, legal, social, political, and ecological influences facing the organization as it operates in domestic and global contexts; a powerful and dynamic set of constituencies affecting the enterprise; and a set of issues to which the organization must respond. Also provides a forward-looking perspective on the dominant trends and issues that shape the competitive environment in a rapidly changing economy: technology, globalization, strategic and economic alliances, new standards, and expectations for executives and corporations.

*Hassell McClellan*

**MD 806 Strategic Planning and Implementation (Fall: 3)**

*Prerequisite:* MD 710 or MD 740, or permission of instructor

Presents advanced concepts for the design, use, and implementation of strategic planning systems. Explores the future environment through the following: economic, ideological, sociopolitical, and technological forecasting; stakeholder analysis; public and strategic issues management; and scenario writing. Develops implementation considerations in terms of strategy formulation, organizational politics, corporate cultures, organizational ethics, management of values, legitimacy strategy, organization development, human resource planning, and defensive routines. Uses case analysis extensively.

*Mohan Subramaniam*

**MD 807 Database Systems (Fall/Summer: 3)**

Relational database management systems are the core of most major business applications. Knowledge of their data management and reporting capabilities are critical to using them effectively. This course strives to provide a managerial understanding of the technical functions provided by the "RDBMS," as well as instruction and hands-on experience with its reporting capability. While not intended as a "programming class," students will complete a basic application development project to demonstrate the role of the database in web-based applications. The course utilizes the university's Oracle database software and its web-based clients to meet these goals.

*John Spang*

**MD 808 Entrepreneurship and New Ventures (Fall: 3)**

Provides an introduction to the process and function of venture capital companies, where funds are sourced, the operation of a VC firm, its relationship to its funds, distributions, fees, etc. Topics include understanding how and why VCs make investment decisions. Also covered are the venture process from the entrepreneur's point of view, looking at key issues of how much money to raise, how to go about it, what VCs to target, legal issues pertaining to the raising of capital, etc. Guest lecturers will include well known Boston area venture capitalists and successful entrepreneurs who have operated venture-backed companies.

*Ron Guerriero*

**MD 809 Strategic Management in Financial Service Institutions (Spring: 3)**

*Prerequisites:* MD 710 or MD 740, MF 820 recommended

**Cross Listed with MF 809**

Examines the practice of strategy formulation, industry and competitive analysis, and strategy implementation in the financial services industry. Focuses on critical strategic issues; explores the application of managerial and strategic planning concepts and skills to an industry that is characterized by dynamic and evolving regulatory, economic, competitive, technological, and political environments. Uses cases, assigned readings, and guest speakers from the industry.

*Hassell McClellan*

**MD 811 Customer Relationship Management (Spring: 3)**

*Prerequisite:* MK 705 or MK 721

**Cross Listed with MK 811**

See course description in the Marketing Department.

*Kay Lemon*

**MD 812 Information Systems Development (Fall/Spring: 3)**

This course prepares students to take an active involvement in information systems development projects. The course covers techniques used for systems analysis, design, programming, and technolo-

gies used during the development of information systems. The course will take an applied approach. Students will follow the process of systems development from inception of a project through design, development, and implementation.

*The Department*

**MD 815 Management of Technology and Innovation (Spring: 3)**

Examines the strategic role of technology and innovation in the survival and success of firms. Students will learn how to: define a technology strategy, identify promising technical opportunities, evaluate and select among competing technologies, nurture the innovative capabilities of the firm, and manage new product development and R&D. Case examples will focus primarily on high technology and service industries.

*Robert Fichman*

**MD 816 E-Banking (Fall: 3)**

*Prerequisite:* MF 801

**Cross Listed with MF 815**

**Offered Periodically**

This course focuses on the use (and misuse) of technology as a business resource in all areas of E-Banking. It looks at the trends in consumer, private banking, small business, and corporate online banking products and services offered by US and non-US banks. The strategies and tactics behind the online banking marketplace are reviewed, emphasizing the security, privacy, and human aspects of the business in terms of the role technology plays. E-Banking from the consumer, corporate treasurer, and bank perspectives is also studied.

*The Department*

**MD 818 Accounting Information Systems (Fall: 3)**

*Prerequisite:* MA 701 or MA 713

**Cross Listed with MA 818**

See course description in the Accounting Department.

*Amy LaCombe*

**MD 823 International Information Management (Fall: 3)**

This course traces the evolution of national and regional communications infrastructure, with a particular focus on how the global convergence of telecommunications, wireless technologies, smart cards, and the Internet is impacting corporate information management strategies. The course will address worldwide differences in business models, standards, regulation, wireless adoption rates, and the emergence of mobile commerce.

*Mary Cronin*

**MD 831 Managing Projects (Spring: 3)**

*Prerequisite:* MD 707 or MD 723

This course addresses project management from a holistic management perspective. It looks at projects as a means of achieving the strategic goals of the organization through careful integration of the functional components of the project with the existing organizational infrastructure. It emphasizes the use of effective interpersonal and communication skills to organize, plan, and control the project team. The format will be primarily lecture and discussion of materials drawn from the supporting textbook and assigned cases, supplemented by guest presentations from industry practitioners.

*Larry Meile*

**MD 834 Advanced Topics: Wireless and Mobile Business (Spring: 3)**

Wireless and mobile technologies are influencing how companies open new markets, communicate with their customers, and interact

with each other. This course analyzes mobile business opportunities from a management perspective, including the development and distribution of wireless enterprise applications, the growth of mobile commerce, wireless security and the rise of unregulated wireless connectivity from Bluetooth to WiFi to Zigbee.

*Mary Cronin*

**MD 835 Advanced Topics: New Product Development (Fall: 3)**

*Prerequisite:* Permission of instructor

Student teams take an existing product for which a viable business plan has already been developed and perform the activities necessary to bring the product to market. This involves identifying target markets, determining effective product design, identifying and costing required productive resources, identifying marketing channels, locating and garnering capital resources. The course is augmented by studying business cases and hearing from guest speakers who focus on issues that are inherent to the new product roll-out process. The deliverable will be a detailed business case for the product which will be ready for production funding and roll-out.

*Larry Meile*

**MD 840 Advanced Topics: Social Entrepreneurship (Fall: 3)**

*Andrew Wolk*

**MD 843 Advanced Topics : Enterprise Resource Planning (ERP) Systems (Spring: 3)**

This course familiarizes students with financial processes and administration in an ERP environment. Utilizing the university's Peoplesoft ERP implementations as models, this course focuses on the goals and history of ERP solutions; architecture and project management for implementation; common technical tools, constructs and services; delivery of financial services via an ERP application (procurement, budgeting, etc.); and application development/integration in an ERP environment. We will demonstrate and study technical decisions and resources that provide the services, both delivered and locally developed. Students will also be exposed to the ERP environment through lab walk-thrus of ERP functions and administration.

*John Spang*

**MD 844 Advanced Topics: International Entrepreneurship (Spring: 3)**

This course is designed for students who may at some point be interested in pursuing managerial careers in the international entrepreneurial sector, and covers the development of skills to identify, evaluate, start, and manage ventures that are international in scope. During the semester, students will travel to more than fifteen countries on five continents, and analyze operations at each stage of the entrepreneurial process. The course will cover market entry, forming alliances, negotiations, managing growth, and cross-border financing. Support from local governments, and the cultural, ethical, legal, and human resource issues facing the entrepreneur will also be touched upon.

*Gregory Stoller*

**MD 845 Managing Corporate Responsibility (Spring: 3)**

**Cross Listed with MB 845**

See course description in the Organization Studies Department

*Sandra Waddock*

**MD 853 E-Commerce (Fall: 3)**

**Cross Listed with MK 853**

This course provides a framework for students to analyze three important and interrelated components of the wave of electronic commerce. Analyzed first is the network and security infrastructure required for business to flourish on the web. The second part of the

course will examine how Internet applications are changing business processes and the strategic issues that these changes pose for corporate managers. The third part of the course focuses on a more detailed look at key industry sectors and challenges students to develop a model for the evolution of electronic commerce within each industry.

*The Department*

### **MD 854 Management of Service Operations (Fall/Spring: 3)**

*Prerequisite:* MD 707 or MD 723

The ever increasing contribution of the service sector to the growth of GDP and the growing dependence of a highly automated manufacturing sector on service industries make prosperity of service operations critical to the United States' ability to compete in international markets. This course focuses on issues that are essential to the success of a service-oriented operation. Topics include focusing and positioning the service, service concept and design, operations strategy and service delivery systems, integration of functional activities, work force, and quality control issues. Much emphasis is placed on case studies and analysis of real-world scenarios.

*Hossein Safizadeh*

### **MD 897 Directed Readings (Fall/Spring: 3)**

Extensive reading under the direction of a faculty member. Student presents written critiques of the reading as well as comparisons between readings.

*The Department*

### **MD 898-899 Directed Research I and II (Fall/Spring: 3)**

*Prerequisite:* Permission of the department chairperson

Investigation of a topic under the direction of a faculty member. Student develops a paper with publication potential.

*The Department*

## **Organization Studies—Human Resources Management**

### **Faculty**

**Donald J. White**, *Dean Emeritus and Distinguished Professor*

*Emeritus*; B.S., Boston College; A.M., Ph.D., Harvard University

**Jean M. Bartunek, R.S.C.J.**, *Professor and Robert A. and Evelyn J.*

*Ferris Chair*; A.B., Maryville College; A.M., Ph.D., University of Illinois at Chicago

**Stephen Borgatti**, *Professor*; B.A., Cornell University; Ph.D., University of California, Irvine

**Judith R. Gordon**, *Professor*; A.B., Brandeis University; M.Ed., Boston University; Ph.D., Massachusetts Institute of Technology

**Richard P. Nielsen**, *Professor*; B.S., M.A., University of Pennsylvania; Ph.D., Syracuse University

**William R. Torbert**, *Professor*; B.A., Ph.D., Yale University

**Judith Clair**, *Associate Professor and Chairperson*; B.A., University of California; Ph.D., University of Southern California

**Candace Jones**, *Associate Professor*; B.A., Smith College; M.H.R.M., Ph.D., University of Utah

**William Stevenson**, *Associate Professor*; B.S., University of Maryland; M.A., Ph.D., University of California

**Fabio Fonti**, *Assistant Professor*; B.A., University of Urbino (Italy), Ph.D., University of Illinois at Urbana-Champaign

**Michael Boyer O'Leary**, *Assistant Professor*; B.A., Duke University, Ph.D., MIT Sloan School of Management

**P. Monique Valcour**, *Assistant Professor*; A.B., Brown University, M.Ed., Harvard University, M.S., Ph.D., Cornell University

### **Contacts**

- Department Secretary: Jean Passavant, 617-552-0450, [jean.passavant@bc.edu](mailto:jean.passavant@bc.edu)
- Website: <http://www.bc.edu/orgstudies/>

### **Undergraduate Program Description**

Human Resources Management is an evolving, applied field within organizational behavior that has played an increasingly significant role in organizations. Stringent laws, internationalization of business, changing social values in organizations, and a turbulent employment environment have made the human resources field far more important than it has been in the past.

In addition to an understanding of what makes the people-side of organizations effective or ineffective, the Human Resources Management concentration at Boston College gives students the opportunity to learn about various functions of personnel management. The development of programs to reduce turnover, forecast personnel needs, and create coherent career tracks is critical to the success of companies competing in the international arena. Just as it would be unthinkable for a modern manager to be computer illiterate, managers without a solid background in human resources management are destined to be less effective than those with a strong knowledge of human resources management.

### **Concentration in Organization Studies—Human Resources Management**

The concentration is completed by taking four courses beyond the required courses in the Carroll School of Management Common Body of Knowledge, which includes MB 021 Organizational Behavior or MB 031 Organizational Behavior—Honors. MB 110 Human Resources Management is the first course in the concentration, and MB 313 Personnel and Organizational Research is also required. Students must choose at least two electives from a variety of courses.

A minor in Human Development is available each year. It may be of particular interest to students with special interests in counseling, training, personnel assessment, or work within social service organizations. Visit the department office, Fulton 433, for information on this minor.

#### **Required of all concentrators:**

- MB 021 Organizational Behavior or MB 031 Organizational Behavior—Honors
- MB 110 Human Resources Management (ordinarily taken junior year)
- MB 313 Personnel and Organizational Research (normally taken in the fall, senior year)

#### **Electives:**

- MB 111 Organization Ethics and Employment Law
- MB 119 Interpersonal Communication in Organizations
- MB 123 Negotiation
- MB 127 Leadership
- MB 130 Managing Change
- MB 135 Career and Human Resources Planning
- MB 137 Managing Diversity
- MB 140 Design of Work and Organizations
- MB 145 Environmental Management
- MB 299 Independent Study (by permission of instructor)
- MB 399 Advanced Topics in Organizational Behavior and Human Resources Management

- MB 601 Comparative Industrial Relations
- MB 606 Consultation in Industrial/Organizational Psychology (by permission of instructor)
- MB 648 Management of Technology

### ***Career Opportunities***

Jobs for Human Resources Management concentrators are primarily in the areas of personnel management and industrial relations. They range from entry-level to senior management positions. Increasingly human resources professionals participate in the highest management councils in organizations. There are jobs available in recruiting, human resource planning, employee training, compensation, benefits, organizational development, and personnel research. Individuals can work in public or private sector organizations, including large corporations, government agencies, or consulting firms.

Organizations that are unionized (and some that are not) want to have human resources management professionals who are conversant in industrial relations. Collective bargaining, grievance handling, and arbitration and mediation are of major concern to organizations that have union contracts. Other jobs available to students interested in the private sector include personnel forecaster, affirmative action planner, or legal analyst. In the public sector students can hold jobs as employment and training administrator, labor market researcher, job development specialist, or personnel analyst. Generally, employees in the industrial relations sector are middle management or higher, but managers at all levels benefit from understanding the collective bargaining processes.

Since many companies and other organizations prefer human resources professionals with experience in the field, internships can provide concentrators with experience in human resources management and serve as an inroad to job openings. Students have held internships in hospitals, hotels, banks, and other profit and non-profit organizations.

### ***Information for Study Abroad***

Students may take any number of electives abroad to count toward the Organization Studies major. Many students take the equivalent of MB 021 Introduction to Organization Behavior course abroad. This course, however, often is not the same as courses titled Human Resources Management or Management and are not equivalent to MB 021. All students wishing to study abroad should meet with the chairperson for advising and course approval.

### ***Undergraduate Course Offerings***

**Note:** Future course offerings and courses offered on a periodic basis are listed at <http://www.bc.edu/courses/>.

#### **MB 021 Organizational Behavior (Fall/Spring: 3)**

As an introduction to the study of human behavior in organizations, this course aims at increasing an awareness and understanding of individual, interpersonal, group, and organizational events, as well as increasing a student's ability to explain and influence such events. The course deals with concepts that are applicable to institutions of any type; a central thrust of these concepts concerns the way institutions can become more adaptive and effective. The course is designed to help the student understand and influence the groups and organizations to which he/she currently belongs and with which he/she will become involved in a later career.

*The Department*

#### **MB 031 Organizational Behavior—Honors (Spring: 3)**

**Satisfies the Carroll School of Management Core requirement in Organizational Behavior. Counts as an intensive course in the Carroll School of Management Honors Program.**

This course focuses on the study of individual, group, and organizational behavior. It emphasizes a diagnostic approach and ethical problem solving in varied organizational settings. The course differs from MB 021 in including an independent field project relating to an actual organization, as well as assignments that encourage more extensive reflection on and evaluation of contemporary organizational practice.

*Dan Halgin*

*Michael O'Leary*

#### **MB 109 Human Groups at Work (Fall: 3)**

This course examines the dynamics of groups—such as teams—within organizations. One of the key questions we will investigate is what makes some groups more effective than others. Another area we will cover is the causes and consequences of interpersonal conflict within groups.

*Stephen Borgatti*

#### **MB 110 Human Resources Management (Fall/Spring: 3)**

*Prerequisite:* MB 021, MB 031, or permission of instructor

Human Resources Management has emerged as a major strategic concern for generalist managers, the most enlightened of whom acknowledge that competency in this area is closely linked with the attainment of short- and longer-range goals of an organization and with its core ethical values. This course will examine the professional functions, processes and tools of human resources management, including collective bargaining and arbitration, from the perspectives of the line manager, human resources professional, and organization member.

*Richard Nielsen*

#### **MB 111 Organization Ethics and Employment Law (Spring: 3)**

*Prerequisite:* MB 021, MB 031, or permission of instructor

Knowledge about organization ethics and employment law can help guide organizational behavior and help managers protect themselves, employees, and the organization from unethical and illegal behavior. This course examines the management of organizational ethics issues within an environment of employment law. Objectives include helping students develop the knowledge of ethics, employment law, and action skills they will need for addressing ethics and employment law issues and conflicts.

*Richard Nielsen*

#### **MB 120 Employment Policy: Compensation and Benefits (Spring: 3)**

*Prerequisite:* Junior standing is recommended, MB 110 is required.

An introduction to compensation and benefits' economic, legal and tax environment. This course is an immersion in plan design and challenges facing contemporary human resources environment. Students apply analytical, reasoning, writing and presentation skills. This course will prepare students entering Human Resources with theory and practice of two critical disciplines. Students will learn about environmental issues shaping compensation and benefits plans; group retirement, health, and welfare and statutory plans; base pay, variable and long term compensation programs; regulations critical to program operation and tax effectiveness; plan management including administration and cost control concepts.

*James Simons*

**MB 123 Negotiation (Fall: 3)**

*Prerequisite:* MB 021, MB 031, or permission of instructor

Negotiation is a part of all of our lives. It is particularly pertinent in many business and other organizational settings. Thus, the primary purpose of this course is to improve students' skills in preparing for and conducting successful negotiations. We will consider several dimensions of negotiations, including characteristics of different negotiating situations, competitive and win-win styles of negotiation (and combinations of these), and factors that affect which styles are likely to be used.

*Richard P. Nielsen*

**MB 135 Career and Human Resources Planning (Fall: 3)**

This course focuses on helping students to discover careers. Careers are discovered when individuals know themselves, know something about professions and industries, and know others to and from whom they can provide and seek help. Our first task will be a series of exercises, interviews, and self reflection to help students identify their interests and talents. Our second task will be to learn about the processes of becoming a professional in a variety of industries. Our third task will be to examine our social networks to assess those whom can provide help in seeking a career.

*Candace Jones*

**MB 137 Management of Multicultural Diversity and Differences (Spring: 3)**

*Prerequisite:* MB 021, MB 031, or permission of instructor

**Satisfies Cultural Diversity Core Requirement**

Students in this course will learn about contemporary empirical and theoretical research on the dynamics of international culture, gender, race, and other special differences in the workplace. They can also increase skills in diagnosing and solving diversity-related conflicts and dilemmas, and develop a capacity to distinguish a monolithic organization from one that treats diversity as a competitive advantage.

*Judith Clair*

**MB 145 Environmental Management (Fall: 3)**

**Fulfills an elective requirement in public policy for Environmental Studies minors, an elective requirement for Human Resources concentrators, and a general elective requirement for Carroll School of Management undergraduates.**

In this course we will consider the problems of organizational environmental responsibility from the point of view of corporations and environmentalists. We will examine how corporate environmental policies are formulated and how individuals can affect those policies. We will consider the pressures on corporations from government regulators, citizens, and environmental groups. The impact of new standards for environmental performance such as ISO 14000 on corporate performance will be examined. We will discuss how corporations measure environmental performance, and how organizations can engage in Total Quality Environmental Management.

*William Stevenson*

**MB 299 Independent Study (Fall/Spring: 3)**

*Prerequisite:* Permission of the instructor

The student works under the direction of an individual professor, with whom he or she has made specific advance arrangements.

*The Department*

**MB 313 Personnel and Organizational Research (Fall: 3)**

*Prerequisites:* MB 021 or MB 031, MB 110

In this course students learn research skills that Human Resource professionals routinely use to improve organizational effectiveness. The course has an applied focus. Students identify a human resource or organizational behavior issue such as motivation of employees, organizational commitment, or the effectiveness of rewards, research this issue in an organization, and make recommendations on how to improve present practice. The course emphasizes skills in problem identification, library research, data collection, data analysis, theory building, solution identification, and solution implementation.

*William Stevenson*

**MB 398 Advanced Topics in Organizational Behavior: Women in Leadership (Spring: 3)**

*Judith Clair*

**Graduate Course Offerings****MB 702 Management Practice II: Leadership Workshop (Fall/Spring: 3)**

This course provides an examination of leadership, as well as a forum for the discussion and development of action skills and the cultivation of personal values and ethics in the art of management. Students examine their leadership styles as a step toward evolving effective modes of leadership. A work-based learning project is a central feature of the course.

*Pacey Foster*

*Chet Labeledz*

*Robert O'Neil*

*William Torbert*

*The Department*

**MB 709 Managing People and Organizations (Fall/Spring: 3)**

This course focuses on the analysis and diagnosis of organizational problems. It attempts to enable students to apply these concepts to real organizational and managerial problems. It also provides opportunities for participation in ongoing work teams while learning about team effectiveness. Finally, students can examine their own behavior and beliefs about organizations to compare, contrast, and integrate them with the theories and observations of others.

*Fabio Fonti*

*Candace Jones*

*Michael O'Leary*

*Ian Walsh*

**MB 712 Managing People and Organizations (Fall: 3)**

Among the major facets of an organization's existence, its human dynamics have consistently proven to be the most challenging to understand, predict, and control. This course introduces the accumulated knowledge about individual, group, and system-wide behavior in organizations, as well as contemporary approaches for both diagnosing and intervening in situations at each of these systems levels. Students will be exposed to theories, concepts, and important literature in the field, with frequent opportunities to integrate and apply this knowledge through case discussions, in-class simulation exercises, an action project, and written exams.

*Judith Gordon*

**MB 728 Current Topics in Human Resources Management (Spring: 2)**

*Prerequisite:* MB 709 or MB 712, or permission of instructor

This course adopts a strategic perspective and examines current topics in human resources from the perspective of how HRM can help the firm compete more effectively. Topics include current challenges to HRM such as downsizing, managing the changing psychological contract between employee and employer, career systems for the twenty first century, managing “knowledge” workers, managing cross culturally, and the changing legal environment. Through these topics, the student will be exposed to the HRM function and the current issues challenging HRM practitioners.

*Monique Valcour*

**MB 811 Advanced Topics in Organizational Behavior: Corporate Governance (Spring: 3)**

*Prerequisites:* MB 709, MB 712 or permission of instructor

The course will look at some of the more interesting failures and lapses to perform in recent years including Enron, WorldCom, and the New York Stock Exchange. We will consider the environment and circumstances that allowed certain events to unfold in an unintended way and link these events to the resulting changes in behavior and governance. The course will also develop your knowledge of board governance by exploring the regulatory environment including recent changes enacted through Sarbanes-Oxley in addition to looking at the underlying norms and rules of boards developed through your own research.

*Robert Radin*

**MB 813 Advanced Topics in Organizational Behavior: Multivariate Methods (Spring: 3)**

This course provides an introduction to multivariate statistical methods. The course emphasizes exploratory methods such as factor analysis, multidimensional scaling, correspondence analysis, and cluster analysis. However, multiple regression, canonical correlation, discriminant analysis and loglinear modeling will also be touched on. The course includes a primer on matrix algebra and vector spaces but concentrates on using methods intelligently rather than the math behind them. Students will use SPSS and UCINET software packages.

*Stephen Borgatti*

**MB 830 Career Management and Work-Life Planning (Fall: 3)**

This course examines career issues in contemporary organizations. It will help students develop critical competencies needed to successfully manage their careers and maintain work/life integration in today's complex turbulent workplace. The class is based in a rigorous self-assessment process which incorporates a broad range of experiential exercises that provide students with a high degree of self-awareness. This understanding is then used as the basis for developing a comprehensive career plan that incorporates a “work-life” perspective. The class will also increase students' understanding of the new career contract, career decision making, contemporary human resource practices, and theories of adult development.

*Brad Harrington*

**MB 845 Managing Corporate Responsibility (Spring: 3)**

Companies today are caught in the crossfire of demands to manage their stakeholder and environmental responsibilities effectively. This course explores how companies can develop responsibility management systems that implement their corporate citizenship to meet these growing demands. Topical coverage includes: systems thinking,

responsibility management approaches, vision setting and leadership commitment processes, integration of systemic approaches to responsibility management, and innovation, improvements, and indicators (measurement and assessment systems). Students will undertake a hands-on (work-based or action) learning project in an organization of their choice, preferably their employer although other organizations where changes can be initiated are also feasible subject organizations.

*Sandra Waddock*

**MB 850 Micro-Organizational Theory (Fall: 3)**

Providing the theoretical underpinnings of individual and group behavior in organizations, the seminar includes topics such as perception, emotions, motivation, socialization, commitment, group dynamics, leadership, initiative and individual agency at work. Students read the classics of organizational behavior, trace the development of thought, and evaluate current research in each of these areas.

*Judith Clair*

**MB 851 Macro-Organizational Theory (Spring: 3)**

The seminar provides a foundation in traditional and emerging topics in theory at the organizational level of analysis. Several perspectives are explored such as Weberian bureaucracies, open systems theories, contingency theory in organization design, political economy, resource dependence and demography, institutional theories, population and community ecology, organizational culture, and interpretivist perspectives.

*Candace Jones*

**MB 852 Perspectives on Individual and Organizational Change (Fall: 3)**

This course introduces topics relating to individual and organizational change and development. Topics include approaches to career development, and organizational-level change issues, such as the early formation and development of organizations, planned change, organizational learning, organizational life cycles, organizational transformations, and organizational decline and death.

*Jean Bartunek*

**MB 853 Organizational Change and Transformation (Fall: 3)**

This course explores fundamental, qualitative changes that occur in organizations that influence their nature and effectiveness. Leading edge theories are introduced. Topics addressed include varieties of dialectic change processes, mergers and acquisitions, developmental changes in organizations' understandings of themselves and their missions, transformational leadership, restructuring to respond to a changing environment, and ethical change and transformation. In addition, the course considers the intellectual history or the idea of change.

*Richard Nielsen*

**MB 854 Advanced Topics in Organizational Behavior: General Linear Methods (Fall: 3)**

This course is appropriate for graduate students in the school of management, social sciences, nursing, social work, or education who want an introduction to applied statistical analysis for research. In this course, we will focus on using the general linear model to conduct studies using the SPSS data analysis program. The major topics of the course will be exploratory and graphical approaches to data analysis, categorical data analysis, analysis of variance, multiple regression, path analysis, and structural equation modeling. It is assumed that the student has had an undergraduate course in introductory statistical analysis.

*William Stevenson*

**MB 870 Qualitative Research Methods (Spring: 3)**

This course explores issues related to the qualitative assessment and interpretation of phenomena in organizational behavior. Students read key sources from the theoretical and practical literatures, critically examine laboratory and field studies, and conduct practical exploratory research themselves. Topics include cultural domain analysis, text coding, ethnographic and linguistic research and software approaches to managing qualitative data.

*Stephen Borgatti*

**MB 871 Quantitative Research Methods (Fall: 3)**

This course deals with quantitative measurement and interpretation of phenomena in organization studies. Topics include theory construction, the development of causal models, the problems of the reliability and validity of measures, survey research, questionnaire design, sampling design, interviewing techniques, data collection, coding and database design, experimental and quasi-experimental design, and meta-analysis.

*William Stevenson*

**MB 872 Research Seminar I (Fall: 3)**

Students participate with department faculty as colleagues in a weekly seminar on contemporary developments in organization studies. Objectives are to enhance expertise in theory building, scholarly writing, and other professional competencies, to foster completion of the second year paper, to improve research and presentation skills through public discussion, and to enhance the organization studies community.

*Jean Bartunek*

**MB 873 Research Seminar II (Fall: 3)**

Students participate with department faculty as colleagues in a weekly seminar on contemporary developments in organization studies. Objectives are to enhance expertise in theory building, scholarly writing, and other professional competencies, to foster initial progress on the dissertation, to improve research and presentation skills through public discussion, and to enhance the organization studies community.

*Jean Bartunek*

**MB 880 Action Research Methods (Spring: 3)**

This course invites students to first-, second-, and third-person research methods to be used in the midst of practice on oneself, in meetings, and in organizational change efforts. The methods are actually practiced in class. Each class member writes a first-person autobiography, exploring one's own developmental history, a second-person analysis of a class session based on a tape transcript, and a third-person research paper. Readings focus both on the philosophical foundations and the practical applications of action research.

*William Torbert*

**MB 881 Teaching Practicum (Spring: 3)**

Primarily intended for doctoral students in the Organization Studies Department.

Designed to accompany a doctoral student's first teaching experience, this course addresses issues associated with teaching in a university. The course traces typical course progression and identifies the issues faculty encounter during various phases of a course. The course combines readings, discussion, and practice. Peer observations and critique through videotaping are integral parts of the course.

*Judith Gordon*

**MB 897 Directed Readings (Fall/Spring: 3)**

*Prerequisite:* Permission of a faculty member

Extensive reading in a selected area under the direction of a faculty member. Student presents written critiques of the readings, as well as comparisons between readings.

*The Department*

**MB 898-899 Independent Study I and II (Fall/Spring: 3)**

*Prerequisite:* Permission of a faculty member

Investigation of a topic under the direction of a faculty member. Student develops a paper with publication potential.

*The Department*

**MB 999 Doctoral Continuation (Fall/Spring: 1)**

A 1-credit, tuition-based course for all students who have been admitted to Ph.D. candidacy. Students are required to register and pay the tuition for Doctoral Continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation. This course is non-graded.

*The Department*

## William F. Connell School of Nursing

### UNDERGRADUATE PROGRAM DESCRIPTION

Founded in 1947, the Boston College School of Nursing offers a 4-year program of study leading to a Bachelor of Science degree with a major in Nursing. At the completion of the program, graduates are eligible to take the state examination for licensure as a registered nurse (R.N.). The program of study is approved by the Massachusetts Board of Registration in Nursing and is accredited by the Commission on Collegiate Nursing Education. See the website for details (<http://www.bc.edu/nursing/>).

The mission of the William F. Connell School of Nursing is to prepare professional nurses whose practice reflects a humanistic ethic grounded in the Judeo-Christian tradition, is scientifically based, technically competent, and highly compassionate. The graduate of the baccalaureate program is prepared as a generalist to provide care to individuals, families, and groups arriving at diagnostic, ethical, and therapeutic judgments to promote, maintain, and restore health. The School focuses on preparing each student as a life-long learner, as a health professional, and as a person who will use knowledge in service to others. It advances nursing as an academic and practice discipline through philosophical inquiry and research. Nursing activities focus on the life processes and patterns of the individual in the context of family and community. Nursing recognizes the contribution of cultural diversity and social environments to the health/illness beliefs, practices, and behavioral responses of individuals and groups.

Nursing courses are designed to include more complex concepts and content at each level. Consequently, students must take courses in a specific sequence and pass each course before proceeding to the next level. To be eligible for graduation, students must successfully complete the 38 courses that comprise the curriculum, which include University Cores, nursing requirements, and electives.

The study of nursing is based on a common intellectual heritage transmitted by a liberal education and the art and science of nursing. (See Core Curriculum under University Policies section of this catalog.) Students are encouraged to complete their history, philosophy, mathematics, and English Core courses in the first and second years. Students must meet with their faculty advisers before each registration period. Most nursing courses have a theory and a clinical component and include content on the care of children, childbearing families, adults, and the elderly in both wellness and illness situations. Faculty members guide student learning in campus laboratories and in a variety of health care agencies in the greater Boston.

Nursing students use the clinical reasoning process to assess, plan, implement and evaluate care. Judgments made by the nurse result in selection of interventions and outcomes in concert with the client's choices. The graduate is prepared as a generalist able to care for individuals and groups at all developmental levels and in all health care settings.

Students should consult the curriculum plan and see their advisors as they plan for registration.

### Special Opportunities

#### Study Abroad

Students in the William F. Connell School of Nursing are encouraged to study abroad for one semester. Students may go abroad during fall or spring semester of junior year or fall semester senior year. They may take nursing courses, electives, or Core courses at approved universities. If students wish to take nursing courses abroad, they must have completed at least three semesters of the nursing curriculum.

Nursing students have studied nursing at Monash University in Melbourne, Australia, and at Notre Dame University in Fremantle, Australia. For students who are fluent in Spanish, Alicante in Spain may be of interest. Students are free to study abroad in any location approved by the Center for International Partnerships.

The prerequisites for going abroad include the following: completion of the "Rationale for Study Abroad" form, Curriculum Plan B, meeting with Associate Dean Loretta Higgins during sophomore year, and fulfillment of the academic requirements stipulated by the Center for International Partnerships and Programs.

#### Nursing Synthesis Course

The Nursing Synthesis course in the senior year offers students an advanced nursing practicum where they work with an individually assigned professional nurse preceptor. Students write a proposal in the semester prior to the course indicating their special learning interests.

#### Independent Study

Junior or senior nursing students develop a proposal for independent study in an area of nursing in which they wish to obtain further knowledge and/or experience. Guidelines are available in the School of Nursing's Undergraduate Office. Students should consult an academic adviser and/or the Associate Dean of the Undergraduate program about their proposal.

#### Research Assistant Position

Students in excellent academic standing may apply to assist faculty in a faculty-directed research project and gain valuable experience in nursing research.

### PLAN OF STUDY

#### Freshman Year

##### Semester I

- CH 161, 163 Life Science Chemistry
- BI 130, 131 Anatomy and Physiology I
- Core
- Core

##### Semester II

- BI 132, 133 Anatomy and Physiology II
- NU 060 Professional Nursing I
- Core
- Core
- Core

#### Sophomore Year

##### Semester I

- BI 220, 221 Microbiology
- Core
- Core
- Core
- Core

## *Semester II*

- NU 120 Nursing Health Assessment Across the Life Span
- NU 121 Nursing Health Assessment Across the Life Span Clinical Laboratory
- NU 080 Pathophysiology
- Core
- Core

## **Junior Year**

### *Semester I*

- NU 230 Adult Health Nursing Theory I
- NU 231 Adult Health Nursing I Clinical Laboratory
- NU 204 Pharmacology and Nutrition Therapies
- Core
- Elective

### *Semester II*

- NU 242 Adult Health Nursing Theory II
- NU 243 Adult Health Nursing II Clinical Laboratory
- NU 244 Childbearing Nursing Theory
- NU 245 Childbearing Nursing Clinical Laboratory
- Elective

## **Senior Year**

### *Semester I*

- NU 250 Child Health Nursing Theory
- NU 251 Child Health Nursing Clinical Laboratory
- NU 252 Psychiatric-Mental Health Nursing Theory
- NU 253 Psychiatric-Mental Health Nursing Clinical Laboratory
- Elective

### *Semester II*

- NU 260 Community Nursing Theory
- NU 261 Community Nursing Clinical Laboratory
- NU 264 Professional Nursing II
- NU 263 Nursing Synthesis Clinical Laboratory

The Connell School of Nursing reserves the right to alter any program or policy outlined.

## **Information for First Year Students**

During the first year students must complete two semesters of Anatomy and Physiology with laboratories, Life Science Chemistry with Laboratory, English Writing and Literature, Mathematics, Modern History I and II, and Professional Nursing I. During orientation, students will meet with faculty members who will assist them with registration for the fall. In September, students will be assigned advisers who will guide them through the Nursing program.

## **Academic Honors**

### *The Honors Program*

The Honors Program offers selected students a more integrated and comprehensive liberal arts curriculum as an alternative to the regular undergraduate Core. Students are invited to join the program before they enter Boston College. In order to remain in the program, students are required to maintain a minimum GPA of 3.33.

Students in the Honors Program complete all requirements of the nursing major. In addition, they must satisfy the following requirements of the Honors Program:

**Western Cultural Tradition I-VIII:** In the first two years, students are required to take this intensive course for six credits each semester (a total of 24 credits). It substitutes for the usual Core require-

ments in literature, writing, philosophy, theology, and social science. Each section enrolls approximately 15 students and is conducted as a seminar. For additional information please see the section in this catalog under the Arts and Sciences Honors Program.

In the junior and senior years, students follow the nursing course sequence and, under the direction of the School of Nursing honors advisor, plan and carry out a research project. These honor students will be afforded special learning activities designed to challenge their interests and capitalize on their intellectual ability.

### *Alternate Honors Program*

Students in this program take the entire liberal arts honors program and satisfy nursing requirements by taking accelerated courses in nursing during the junior and senior years.

### *Fifth Year B.S./M.S.*

This program enables students to graduate with bachelor's and master's degrees in five years. Students take graduate courses their senior year and during the summer after graduation. They complete the master's degree in one additional year of study. In order to qualify for this program, students must maintain an academic average of 3.2 each semester with a grade of B or above in Nursing courses. The policy is available in the associate dean's office.

### *Graduate Courses*

Selected undergraduate students may take up to two master's courses as part of their elective requirement. These credits would count toward the master's degree at Boston College Connell School of Nursing.

### *Semester Program*

Students registered for twelve credit hours per semester are considered full-time students. Students carrying more than seventeen credits in a semester may be charged for a course overload. Usually 15 credits are carried each semester.

### *Health Requirements*

All undergraduate students in the Connell School of Nursing are required to have a complete physical examination, including Mantoux test and/or chest x-ray, rubella titre, varicella titre, two MMR vaccines, and the Hepatitis B series prior to August 15 of the year in which they are admitted. Also, evidence of screening for tuberculosis must be submitted by August 15 of each academic year to the Undergraduate Office, Cushing 202. Additional physical examinations and/or other health data may be required by the Connell School of Nursing.

Students are responsible for all health or medical expenses that may occur during their clinical experiences and/or while they are students at Boston College.

Nursing students are required to be certified in Cardiopulmonary Resuscitation (CPR) before enrolling in NU 121, and must continue to keep this certification current.

## **General Information**

### *Cooperating Hospitals and Health Agencies*

Students in the baccalaureate nursing program have planned learning experiences in teaching hospitals and community agencies in the Boston metropolitan area.

### *College Credit for Transfer Students*

Candidates possessing a bachelor's degree in another field or possessing college credit in either nursing or non-nursing programs apply

to the Office of Transfer Admissions, located in Devlin Hall. A maximum of sixty (60) credits will be accepted in transfer. Nursing courses taken at another institution will be evaluated on an individual basis; students applying for transfer will be asked to submit course syllabi and catalogs to the School of Nursing for use in evaluating prior course work.

### **Registered Nurses**

Registered nurses should see the section in this catalog under Master's Program Options for the R.N./Master's plan.

### **Career Opportunities**

The field of nursing offers a wide variety of career options, including positions in hospitals, long-term care facilities, community health agencies, clinics, and day care centers for children and the elderly. Nurses are establishing private practices and group practices with other health professionals. Business, industry, and occupational health settings employ nurses. With graduate study, there are opportunities to do consultation, serve as health care planners, and participate on governmental committees dealing with health care issues.

Graduates of the Boston College School of Nursing have researchers in clinical settings, faculty members at schools of nursing, and administrators of clinical and educational institutions. The baccalaureate program of study prepares its graduates for entry into Master's degree programs in nursing.

### **Fees**

Connell School of Nursing students pay the same tuition, fees, and room and board costs as other college enrollees. In addition, nursing students have the following expenses:

- Standardized examination (NCLEX Assessment Test) \$45.00
- Laboratory Fee \$190.00 - \$205.00 (Payable for certain clinical nursing courses)

### **Transportation to Clinical Agencies**

Experiences in a wide variety of hospitals, clinics and other health-related agencies are a vital part of the nursing program. The facilities used for these experiences are located in Boston and the surrounding area. Students are responsible for providing their own transportation to and from those facilities.

## **GRADUATE PROGRAM DESCRIPTION**

### **Introduction**

In its quest for excellence and influence, the William F. Connell School of Nursing offers a Master of Science degree program preparing individuals for advanced nursing practice. The Graduate School of Nursing also offers a Doctor of Philosophy degree program for qualified individuals who seek advanced study in nursing as preparation for clinical research and clinical leadership.

### **Doctor of Philosophy Degree Program with a Major in Nursing**

The Ph.D. Program in Nursing focuses on preparation for leadership roles in nursing, especially in clinical nursing research. Areas of concentration include ethics, ethical judgment and decision making, nursing diagnosis and diagnostic/therapeutic judgment, and life processes/selected human response patterns in health and illness.

The program offers a variety of learning opportunities through course work, interdisciplinary colloquia, independent study, and clinical research practica. Policies and procedures are consistent with

those of the University. Program planning is determined according to the individual's background, research interests, and stage of development in scholarly activities.

Low student to faculty ratios and a research mentorship permit students to complete the program in a reasonable amount of time. Multiple resources for scholarly development are available within the University and in the research and clinical nursing centers of the Greater Boston area.

The three-year full-time plan allows the student to take ten credits of course work per semester for the first two years of study before entering the dissertation phase of the program. Students in the four-year part-time plan take six to seven credits of course work per semester for the first three years of study prior to beginning the dissertation phase of the program.

A combined M.S./Ph.D. track is available for individuals with a B.S.N. who wish to obtain preparation in advanced practice nursing as well as clinical nursing research.

### **Career Opportunities**

Graduates of the program may seek positions in academic, industrial, government, or nursing practice settings where clinical nursing research is conducted. They are also prepared to begin a program of research through post-doctoral work.

### **Program of Study**

The curriculum of the program includes three core areas of study: knowledge development in nursing, substantive nursing content, and research methods. The knowledge development component includes courses in philosophy of science, epistemology of nursing, and strategies for developing nursing knowledge. Substantive nursing content is acquired through the study of concepts (becoming, life processes, health), programs of research (uncertainty, sensory preparation, etc.), and processes (ethical and diagnostic and therapeutic judgment). The research component of the program includes qualitative and quantitative research methods, statistics, clinical research, research practica, and dissertation advisement. Cognate or elective courses are required to support each students' research concentration in addition to the core areas of study.

Forty-six credits are the minimum for meeting the degree requirements. Student background of interest may require additional credits.

- NU 701 Epistemology of Nursing: 3 credits
- NU 702 Strategies of Knowledge Development: 3 credits
- PL 593 Philosophy of Science: 3 credits
- NU 710 Themes of Inquiry: Clinical Topics: 3 credits
- NU 711 Themes of Inquiry: Clinical Judgment: 3 credits
- NU 820 Expanding Paradigms for Nursing Research: 3 credits
- NU 821 Nursing Research and Health Policy Formulation: 3 credits
- Quantitative/Qualitative Methods of Research: 6 credits
- Statistics/Computer Application and Analysis of Data: 3 credits
- Measurement in Nursing: 3 credits
- Advanced Qualitative/Quantitative Methods: 3 credits
- NU 810, 811, 812, 813 Research Practicum I-IV: 4 credits
- Cognate or Elective: 3 credits
- NU 998 Doctoral Comprehensives: 1 credit
- NU 901 Dissertation Advisement: 3 credits

- NU 902 Dissertation Advisement: 3 credits
- NU 999 Doctoral Continuation: 1 credit

**Total: 46/48 credits**

The required number of credits in cognates and electives is based on the needs of the student and prior educational background and course work.

### ***Ph.D. Colloquium***

The Ph.D. Colloquium is a monthly seminar for doctoral students on various topics of nursing research. Content is based on student needs and interests.

### ***Doctoral Student Research Development Day***

Annual seminars provide doctoral students with opportunities to present their research to their peers and faculty.

### ***Admission Requirements***

- Official transcript of bachelor's and master's degrees from programs with national accreditation in nursing
- Current R.N. license
- Current curriculum vitae
- Written statement of career goals that includes research interests (four pages double-spaced)
- Three letters of reference, preferably from doctorally prepared academic and service personnel, at least two of whom should be professional nurses
- 3-credit introductory or higher level statistics course
- Evidence of scholarship in the form of a published article, a clinical research study, a thesis or a term paper
- Official report of the Graduate Record Examination Scores (within last five years)
- Application form with application fee
- Qualified applicants will be invited for pre-admission interview with faculty.
- Pre-application inquiries are welcomed.

Applications are reviewed after all credentials are received. The deadline for receipt of all credentials is January 31 of the year of application to the program.

Application materials may be requested from the Connell Graduate School of Nursing, 617-552-4250 or from the website at <http://www.bc.edu/nursing/>.

### ***Financial Aid***

There are four major sources of funding for full-time students in the doctoral program in nursing at Boston College.

- University Fellowships are awarded to five full-time students per year on a competitive basis. Full tuition and a stipend are provided for three years as long as the student maintains good academic standing and demonstrates progress toward the Ph.D.
- The highly competitive National Research Service Award for Individuals provides federal monies to cover tuition and a stipend.
- Graduate assistantships that consist of a stipend provided by Boston College.
- Research Associate positions as provided through faculty research grants. Additional grants and scholarship opportunities are available on an individual basis.

## **Master of Science Degree Program with a Major in Nursing**

The main objective of the Master of Science Degree Program is to prepare nurses in advanced nursing practice, including clinical nurse specialist, nurse practitioner, and nurse anesthetist. Areas of clinical specialization are as follows: Adult Health, Gerontological, Community Health, Pediatric, Women's Health, Psychiatric Mental Health Nursing, and Nurse Anesthesia.

The focus in the specialty areas is on human responses to actual or potential health problems. The approach to clients is multi-faceted and includes the development of advanced competencies in clinical judgment.

The graduate of the Master's Program, in addition to providing theory-based and researched-based direct care, provides leadership in the development of nursing. Additional roles of the advanced practice nurse include, indirect services such as staff development, consultation, healthcare middle management, and participation in research to improve the quality of nursing practice.

### **Cooperating Health Agencies**

Practice settings available in the city of Boston and the greater metropolitan and New England area offer rich experiences for developing advanced competencies in the nursing specialty. Community agencies include the following: mental health centers, general health centers, community health centers, college health clinics, public health departments, visiting nurse associations, health maintenance organizations, nurses in private practice, and home care agencies. Additional settings include hospice, homeless shelters, schools, and prisons. Selected major teaching hospitals used include the following: Massachusetts General Hospital, Beth Israel-Deaconess Medical Center, McLean Hospital, Brigham and Women's Hospital, Boston Medical Center, and Children's Hospital.

### **Career Options**

Recent graduates from the Boston College Master's Program are in the traditional and non-traditional leadership roles: advanced practice as Nurse Practitioners and/or Clinical Nurse Specialists, as well as politics, consultation, health care planning, directors of home health agencies, private practice, and government service.

## ***Areas of Clinical Specialization in Nursing***

### **Adult Advanced Nursing Practice**

As either a nurse practitioner or clinical nurse specialist, a graduate of this program is able to manage the health care of adolescents, adults, and elders, providing interventions to promote optimal health across a wide range of settings. Graduates also serve as Nurse Practitioners or Clinical Nurse Specialists in a variety of health care settings including hospitals, clinics, health maintenance organizations, hospice, home care, and community-based medical practices, and can pursue national certification (through organizations such as the American Nurses Credentialing Center) as an Adult Nurse Practitioner or Clinical Nurse Specialist in Medical-Surgical Nursing.

### **Gerontological Advanced Nursing Practice**

As either a nurse practitioner or clinical nurse specialist, a graduate of this program is able to serve as a Gerontological Nurse Practitioner or Clinical Nurse Specialist in a variety of health care settings, including clinics, nursing homes, senior centers, health maintenance organizations, occupational health settings, home care, hospitals,

and community-based medical practices. Graduates can also pursue national certification (through organizations such as the American Nurses Credentialing Center) as a Gerontological Nurse Practitioner or Clinical Nurse Specialist in Gerontological Nursing.

#### **Community Health Advanced Nursing Practice**

As a clinical nurse specialist, a graduate of this program is able to design, implement, and evaluate nursing interventions and programs to meet the health care needs, including health promotion and disease prevention, of diverse patient populations (e.g., families, communities, special patient populations). Graduates can also serve as Community Health Clinical Nurse Specialists in a variety of settings, including home health care agencies, public health departments, and managed-care organizations, and can pursue national certification (through organizations such as the American Nurses Credentialing Center) as a Community Health Clinical Nurse Specialist.

#### **Family Nurse Practitioner**

A graduate of this program is able to deliver primary care to individuals, families, and communities across a broad range of racial/ethnic, socioeconomic, geographic, and age/development strata. Graduates can serve as a Family Nurse Practitioner in a variety of health care settings, including ambulatory settings, wellness centers, home health agencies, occupational health sites, senior centers, homeless shelters, and migrant camps. One can also pursue national certification (through organizations such as the American Nurses Credentialing Center) as a Family Nurse Practitioner.

#### **Pediatric Advanced Nursing Practice**

As a nurse practitioner, a graduate of this clinical specialty is able to provide a wide range of primary and secondary health services for children from infancy through adolescence. Graduates can also serve as a pediatric Nurse Practitioner in a variety of health care agencies and community settings. One can also pursue national certification (through the American Nurses Credentialing Center or the National Certification Board of Pediatric Nurse Associates and Practitioners) as a pediatric Nurse Practitioner.

#### **Women's Health Advanced Nursing Practice**

As a nurse practitioner, a graduate of this clinical specialty is able to provide direct care to meet women's unique concerns and needs across the life span. Graduates can also serve as a Women's Health Nurse Practitioner or Clinical Nurse Specialist inside or outside of formal health care agencies and institutions. One can also pursue national certification as a Women's Health Nurse Practitioner offered by national programs such as the National Certification Corporation.

#### **Psychiatric Mental Health Advanced Nursing Practice**

As a clinical nurse specialist, a graduate of this clinical specialty is able to conduct psychotherapy with individuals, groups, and families. Graduates can also function as a case manager for persons with psychiatric disorders, provide psychiatric consultation to primary care providers, serve as a Psychiatric-Mental Health Specialist in a variety of settings, including out-patient, partial hospitalization, day treatment, and community-based intervention programs. One can also pursue national certification (through organizations such as the American Nurses Credentialing Center) as a Psychiatric Mental Health Clinical Nurse Specialist, and can apply for prescriptive authority in most states (including Massachusetts).

#### **Nurse Anesthesia Program**

The Program in Nurse Anesthesia is a collaborative effort between the William F. Connell School of Nursing and Anaesthesia Associates of Massachusetts. The curriculum design takes advantage of the core courses common to all Master of Science nursing specialties. In addition, students learn the advanced physiologic and pharmacologic principles specific to nurse anesthesia practice. Clinical practica at the varied facilities where Anaesthesia Associates of Massachusetts provide anesthesia services give students broad hands-on experience. The 27-month full-time curriculum is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs and graduates are prepared to sit for the National Certification Examination of the Council on Certification and Recertification.

#### **Master's Program Options**

##### **Students with B.S.N.**

Programs designed for registered nurses who have a baccalaureate degree in nursing from a nationally accredited nursing program include the regular Master's Program and the M.S./M.B.A., the M.S./M.A. dual degree plans, and the M.S./Ph.D. program.

The **full-time option** for the Master's program is approximately a one and a half to two year program comprised of 45 credits; the nurse anesthesia specialty requires 56 credits. The program of study includes three credits of electives, 24 credits of core courses, and 18 credits of specialty and theory clinical practicum (29 credits for the nurse anesthesia program).

The **part-time option**, completed in two to five years, is also 45 credits and is identical to the full-time program of study. Students take electives and core courses prior to, or concurrently with, specialty courses. On admission, part-time students design individualized programs of study with a faculty advisor.

The nurse anesthesia program requires 56 credits of full-time coursework over 27 months.

#### **Master's Entry Program**

This program is designed for those who hold baccalaureate or higher degrees in fields other than nursing and who wish to become advanced practice nurses in the following specialty areas: adult health, gerontology, family, community, pediatrics, women's health, or psychiatric-mental health nursing.

During the first year, students complete requirements to sit for the registered-nurse examination in August. The second year of the program prepares students for advanced nursing practice in a specialty area. The first year requires full-time study. The remainder of the program may be completed on a part-time basis in two years. No baccalaureate degree is awarded. At the completion of the program, a Master's degree will be conferred.

Prerequisites for enrollment in the program are as follows: courses in anatomy and physiology with laboratory (eight credits) and the following one-semester courses: life science chemistry or a comparable course, microbiology, statistics, and two social science courses. In addition, the Graduate Record Exam is required.

For further details, contact the School of Nursing at 617-552-4250.

#### **R.N./Master's Plan**

The R.N./Master's Plan is an innovative means of facilitating advanced professional education for highly qualified nurses who do not have a baccalaureate degree in nursing. The plan, predicated on adult learning principles, recognizes and maximizes students' prior educa-

tional achievement. It is designed for R.N.s who hold either an Associate Degree in Nursing, a nursing diploma, or non-nursing undergraduate or graduate degree. Credit may be received by direct transfer, exemption exam, mobility profile, or actual course enrollment. The length of the program will vary with each individual's background.

#### **The Master's Completion Program**

The Master's Completion Program allows nationally certified nurse practitioners to earn a master's degree with advanced placement in their clinical specialty.

#### **Dual Degree Programs**

##### **M.S./M.B.A.**

The M.S./M.B.A. option is a combined program for the education of advanced nursing practice, including clinical nurse specialist and nurse practitioner in the nursing master's and business administration programs in the Wallace E. Carroll Graduate School of Management for individuals interested in a nurse executive position. Students work toward completion of both degree requirements concurrently or in sequence. Through the overlap of electives that would meet the requirements of both programs, the total number of credits for both degrees can be reduced. Faculty advisors work with students in designing a plan of full-time or part-time study.

##### **M.S. Nursing/M.A. Pastoral Ministry**

The Connell School of Nursing and the Institute of Religious Education and Pastoral Ministry (IREPM) offer a dual degree program leading to two separate graduate degrees, one a Master of Science in Nursing, and one a Master of Arts in Pastoral Ministry. This program prepares students for advanced nursing practice while providing ministry skills useful in a variety of settings such as congregations, health care, and other institutional settings. The focus of care is individuals, families, and communities in need of nursing care.

The dual degree program is structured so that students can earn the two master's degrees simultaneously in three academic years or in two academic years with summer study. Programs can be extended if the student prefers part-time study. Students can choose to specialize in any of the clinical specialty areas offered at the School of Nursing including adult, family, community, gerontological, women's, pediatric and psychiatric mental health nursing. Nurse Practitioner or Clinical Specialist options are available. The time required to do the dual degree program is less than that required if both degrees were completed separately.

##### **M.S./Ph.D.**

A combined M.S./Ph.D. track is available for those wishing to have preparation in advanced nursing practice and clinical research. Ph.D. Program application and admission process is followed.

#### **Non-Degree Program**

Non-degree program options offered at the Connell Graduate School of Nursing include:

- Additional Specialty Concentration
- Special Student
- Post-Master's Teaching Certificate

The Additional Specialty Concentration is available for registered nurses who have a master's degree in nursing and who wish to enhance their educational background in an additional specialty area.

The Special Student status is for non-matriculated students with a bachelor's degree in nursing who are not seeking a degree but are interested in pursuing course work at the graduate level. Persons interested in these two options must be admitted to the Graduate School of Nursing before registering for courses.

The Post-Master's Teaching Certificate is awarded to nurses with master's degrees in nursing who successfully complete three courses (9 credits). The courses prepare nurses to teach in schools of nursing or as clinical educators in the clinical practice area.

Persons interested in these three options must be admitted to the Connell Graduate School of Nursing by providing an official transcript of their B.S.N. and complete a Special Student Application before registering for courses.

#### **Admission Requirements**

The application deadline for the Master's Entry Program is January 1 for September enrollment.

The application deadline for the Nurse Anesthesia Program is September 15 for January enrollment.

The deadlines for other Master's Programs are as follows: March 15 for September and May enrollments and October 15 for January enrollment.

International Students (students who are not U.S. citizens or permanent residents) must provide additional information. See the section for International Students.

Applications for the Master's Program can be obtained from the School of Nursing by calling 617-552-4250 or can be downloaded from: <http://www.bc.edu/nursing/>.

- Master's Program application and application fee
- Official transcripts from all nationally accredited post-secondary institutions
- Undergraduate scholastic average of B or better
- Undergraduate statistics course (not required for R.N./M.S. applicants or Additional Specialty Concentration)
- Goal statement
- Three letters of reference (one academic, one professional, one other academic or professional)
- Results of Graduate Record Examination (GRE) within five years (not required for admission to the Additional Specialty Concentration or Post-Master's Teaching Certificate)
- Copy of current R.N. license (not required for Master's Entry Program applicants)
- Nurse anesthesia applicants must have at least a year of critical care experience and ACLS and PALS certification.
- An interview may be required.
- Verification of health status and immunizations are required prior to enrollment.
- International students must take the Test of English as a Foreign Language (TOEFL).
- International students must be licensed as an R.N. in Massachusetts prior to clinical courses.
- Students in dual degree programs must apply also to the other program (M.B.A., M.A. in Pastoral Ministry)

#### **Admission Requirements for Special Student (non degree)**

- Special Student Application and application fee
- Baccalaureate degree from a nationally accredited program with a major in nursing
- An undergraduate scholastic average of B or better

The Associate Dean of the Connell Graduate School of Nursing forwards the official announcement of acceptance or rejection.

## Program of Study

### *Master of Science with a Major in Nursing*

- Electives or Thesis: \*3 credits
- NU 415 Conceptual Basis for Advanced Nursing Practice: 3 credits
- NU 416 Ethical Reasoning and Issues in Advanced Nursing Practice: 3 credits
- NU 417 Advanced Practice Nursing within Complex Health Care Systems: 3 credits
- NU 420/426 Pharmacology/Psychopharmacology: 3 credits
- NU 430 Advanced Health Assessment Across the Life Span: 3 credits
- NU 520 Research Theory: 3 credits
- Options following NU 520, prerequisite choose one:
  - NU 523 Computer Data Analysis: 3 credits\*
  - NU 524 Master's Research Practicum: 3 credits\*
  - NU 525 Integrative Review of Nursing Research: 3 credits\*
- NU 672 Physiologic Life Processes: 3 credits
- Two Specialty Theory Courses: 6 credits (Nurse Anesthesia: 21 credits)

**Total: 45 credits (Nurse Anesthesia: 56 credits)**

\*Optional, following 6 credits of research:

- NU 801 Master's Thesis: 3 credits

The elective courses must be at the graduate level and may be taken in any department or used as a specialty requirement, e.g., Theoretical Foundations of Gerontological Nursing. Independent Study is recommended for students who have a particular interest that is not addressed in required courses in the curriculum.

### *Laboratory Fee*

The laboratory fee for NU 430 Advanced Health Assessment will be paid in advance of registration as a deposit for a clinical practicum placement. A survey will be mailed to students in December to solicit clinical placement plans. The laboratory fee will be paid to the School of Nursing with an affirmative intention to register for clinical practicum in the next academic year. The amount will be credited in full to the individual's student account.

## General Information

### *Accreditation*

The Master of Science Degree Program is nationally accredited by the Commission on Collegiate Nursing Education (CCNE). For additional information, please see the CCNE website at <http://www.aacn.nchu.edu/>.

### *Certification*

Graduates of the Master's Program are eligible to apply for certification by the national certification organization in their area of specialization.

### *Financial Aid*

Applicants and students should refer to the Connell School of Nursing web page for Financial Aid resources at <http://www.bc.edu/schools/son/>. Refer to the Financial Aid section of this Catalog for additional information regarding other financial aid information.

### *Deferral of Admission*

Master's Program applicants wishing to be considered for deferral must submit a written request to the Office of Graduate Admission.

Applicants who do not enter the program the semester following the semester for which the deferral was granted will need to reapply to the program. This can be accomplished by submitting a letter requesting that their application be reactivated in addition to one updated letter of reference. No additional application fee will be required for applicants who reactivate within one year of the original application date.

Applicants who apply more than one year from their original application date will need to submit a new application packet and pay the application fee. Files that remain in deferral status for over one year will become inactive.

### *Housing*

The Boston College Off-Campus Housing Office offers assistance to graduate students in procuring living arrangements.

### *Transportation*

Learning activities in a wide variety of hospitals, clinics, and health-related agencies are a vital part of the nursing program. The clinical facilities are located in the greater Metropolitan Boston area. Students are responsible for providing their own transportation to and from the clinical facilities.

### *Faculty*

**Marjory Gordon**, *Professor Emerita*; B.S., M.S., Hunter College of the City University of New York; Ph.D., Boston College

**Carol R. Hartman**, *Professor Emerita*; B.S., M.S., University of California, Los Angeles; D.N.Sc., Boston University

**Margaret A. Murphy**, *Associate Professor Emerita*; B.S., St. Joseph College; M.A., New York University; Ph.D., Boston College

**Jean A. O'Neil**, *Associate Professor Emerita*; B.S., M.S., Boston College; Ed.D., Boston University

**Ann Wolbert Burgess**, *Professor*; B.S., Boston University; M.S., University of Maryland; D.N.Sc., Boston University

**Mary Elizabeth Duffy**, *Professor and Director of Center for Nursing Research*; B.S.N., Villanova University; M.S., Rutgers University; Ph.D., New York University

**Laurel A. Eisenhauer**, *Professor*; B.S., Boston College; M.S.N., University of Pennsylvania; Ph.D., Boston College

**Joellen W. Hawkins**, *Professor*; B.S.N., Northwestern University; M.S., Ph.D., Boston College

**June Andrews Horowitz**, *Professor*; B.S., Boston College; M.S., Rutgers University; Ph.D., New York University

**Dorothy A. Jones**, *Professor*; B.S.N., Long Island University; M.S.N., Indiana University; Post Master's Certificate (RNP), Ed.D., Boston University

**Barbara Hazard**, *Professor and Dean*; B.S., M.S., University of Rhode Island; Ph.D., University of Connecticut

**Callista Roy, C.S.J.**, *Professor and Nurse Theorist*; B.A., Mount Saint Mary's College; M.S., M.A., Ph.D., University of California, Los Angeles

**Judith A. Vessey**, *Leila Holden Carroll Endowed Professor in Nursing*; B.S.N., Goshen College; M.S.N., Ph.D., University of Pennsylvania

**Barbara E. Wolfe**, *Professor*; B.S.N., Syracuse University; M.S.N., Yale University; Ph.D., Boston College

**Paul M. Arnstein**, *Associate Professor*; B.S.N., St. Louis University; M.S.N., University of Utah; Ph.D., Boston College

**Jane E. Ashley**, *Associate Professor*; B.S., California State University; M.S., Ph.D., Boston College

**Rosanna F. DeMarco**, *Associate Professor*; B.S., Northeastern University; M.S., Boston College; Ph.D., Wayne State University

**Nancy J. Fairchild**, *Associate Professor*; B.S., Boston University; M.S., University of Rochester

**Pamela J. Grace**, *Associate Professor*; B.S.N., M.S.N., West Virginia University; Ph.D., University of Tennessee, Knoxville

**Lois A. Haggerty**, *Associate Professor and Interim Associate Dean Graduate Programs*; B.S., Simmons College; M.S., Ph.D., Boston College

**Loretta P. Higgins**, *Associate Dean Undergraduate Program*; B.S., M.S., Ed.D., Boston College

**Ronna E. Krozy**, *Associate Professor*; B.S., M.S., Boston College; Ed.D., Boston University

**Ellen K. Mahoney**, *Associate Professor*; B.S.N., Georgetown University; M.S.N., University of Pennsylvania; D.N.S., University of California, San Francisco

**Carol Lynn Mandle**, *Associate Professor*; B.S.N., M.S.N., University of Pennsylvania; Ph.D., Boston College

**Sandra R. Mott**, *Associate Professor*; B.S., Wheaton College; M.S., Boston College; Ph.D., University of Rhode Island

**Anne E. Norris**, *Associate Professor*; B.S., Michigan State University; B.S.N., Rush University; M.S., Ph.D., University of Wisconsin

**Rita J. Olivieri**, *Associate Professor*; B.S., M.S., Ph.D., Boston College

**Joyce A. Pulcini**, *Associate Professor*; B.S., St. Anselm's College; M.S., Boston University; Ph.D., Brandeis University

**Judith Shindul-Rothschild**, *Associate Professor*; B.S., Boston College; M.S.N., Yale University; Ph.D., Boston College

**Patricia A. Tabloski**, *Associate Professor*; B.S.N., Purdue University; M.S.N., Seton Hall University; Ph.D., University of Rochester

**Mary M. Aruda**, *Assistant Professor*; B.S., St. Francis College; B.S.N., Cornell University; M.S., Boston University; Ph.D., University of Massachusetts, Lowell

**Thomas W. Connelly, Jr.**, *Assistant Professor*; B.S.N., M.S., Syracuse University; Ph.D., University of Massachusetts, Amherst

**Pamela J. Grace**, *Associate Professor*; B.S.N., M.S.N., West Virginia University; Ph.D., University of Tennessee, Knoxville

**Holly M. Harner**, *Assistant Professor*; B.S.N., Gwynedd Mercy College; M.P.H., Harvard School of Public Health; M.S., Ph.D., University of Pennsylvania

**Susan Kelly-Weeder**, *Assistant Professor*; B.S., Simmons College; M.S., Ph.D., University of Massachusetts, Lowell

**Margaret Saul Lacetti**, *Assistant Professor*; B.S.N., Columbia University; M.S.N., Salem State College; Ph.D., University of Massachusetts, Worcester/Lowell

**Michelle Mendes**, *Assistant Professor*; B.S., Simmons College; M.S., Boston University; Ph.D., University of Rhode Island

**Catherine Yetter Read**, *Assistant Professor*; B.S.N., University of Illinois, Chicago; M.S., University of Illinois, Urbana; M.S., Salem State College; Ph.D., University of Massachusetts, Lowell

**Robin Y. Wood**, *Assistant Professor*; B.S., University of Michigan; M.S., Ed.D., Boston University

**Stacey Hoffman Barone**, *Clinical Instructor*; B.S.N., Duke University; M.S., Boston University; Ph.D., Boston College

**Donna L. Cullinan**, *Clinical Instructor*; B.S., St. Anselm College; M.S., Boston College

**Katherine Barry Frame**, *Clinical Instructor and Coordinator of Clinical Placements*; B.S., M.S., Boston College; M.S., Salem State College

**Alexander M. Gleason**, *Clinical Instructor*; B.S.N., Tulane University; M.S.N., MGH Institute of Health Professions; Ph.D. candidate, Boston College

**Kristin Markowski Goedkoop**, *Clinical Instructor*; B.S., Boston College; M.S.N., University of Virginia

**Dianne Hagen**, *Clinical Instructor*; B.S.N., State University of New York, Buffalo; M.S.N., Columbia University

**Karen E. Hall**, *Clinical Instructor*; B.S., University of Michigan; M.S., Salem State College

**Nanci Haze Peters**, *Clinical Instructor*; B.S., Western Connecticut State University; M.S., Northeastern University

**Adele W. Pike**, *Clinical Instructor*; Ed.D., Boston University; M.S.N., Yale University

**Judith S. Pirolli**, *Clinical Instructor*; B.S., M.S., Boston College

**Phyllis M. Shaw**, *Clinical Instructor*; B.S., Fitchburg State College; M.S.N., Boston University

**M. Colleen Simonelli**, *Clinical Instructor*; B.S.N., Marquette University; M.S.N., Boston College

**Sherri B. St. Pierre**, *Clinical Instructor*; B.S., Simmons College; M.S., University of Massachusetts, Lowell

**Pamela A. Terreri**, *Clinical Instructor*; B.S.N., Boston College; M.S.N., Boston University

**Susan A. Emery**, *Director of Nurse Anesthesia Program*; B.A., Northeastern University; B.S., Salem State College; M.S., Columbia University

**Denise B. Testa**, *Assistant Director of Nurse Anesthesia Program*; B.S.N., Boston University; M.S., Rush University

**W. Jean Weyman**, *Director of Nursing Continuing Education Program*; B.S.N., M.S.N., Indiana University; Ph.D., Boston College

## Undergraduate Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at <http://www.bc.edu/courses/>.

### NU 060 Professional Nursing I (Spring: 3)

An introduction to professional nursing within the context of all helping professions, exploring nursing's history, development of nursing knowledge, roles, and relationships with other professions. This course places the study of nursing within the Jesuit tradition of liberal arts education and provides an introduction to the basic principles of research theory and methodology. Focus centers on the importance of research in the generation of nursing knowledge and the populations, settings and types of phenomena addressed by nurse researchers.

#### The Department

### NU 080 Pathophysiology (Fall/Spring: 3)

**Prerequisites:** BI 130, BI 131, BI 132, BI 133, CH 161, CH 163

**Corequisites:** BI 220, BI 221 may be taken concurrently

This course offers an integrated approach to human disease. The content builds on underlying concepts of normal function as they apply to the basic processes of pathogenesis. Common health problems are introduced to explore the interrelatedness of a variety of stressors affecting physiological function.

#### The Department

**NU 120 Nursing Health Assessment Across the Life Span (Fall/Spring: 4)**

*Prerequisites:* BI 130, BI 131, BI 132, BI 133, or concurrently, CH 161, CH 163, BI 220, BI 221, NU 080, NU 121 or concurrently

This course introduces the concept of health and age specific methods for nursing assessment of health. The course focuses on evaluation and promotion of optimal function of individuals across the life span. The concept of health is presented within the context of human growth and development, culture, and environment. Nursing assessment and analysis of data for nursing diagnosis are the components of clinical reasoning that are emphasized in this course. Principles of communication and physical examination are introduced.

*The Department*

**NU 121 Nursing Health Assessment Across the Life Span Clinical Laboratory (Fall/Spring: 3)**

*Prerequisite:* See NU 120

Campus and community laboratory experiences provide opportunities to apply theoretical concepts presented in NU 120. The focus is on systematic assessment of individual health status associated with maturational changes and influenced by culture and environment. The clinical reasoning framework and communication theory direct the development of nursing assessment.

*The Department*

**NU 204 Pharmacology/Nutrition Therapies (Fall/Spring: 3)**

*Prerequisites:* NU 120, NU 121, NU 080

*Corequisites:* NU 230, NU 231

This course focuses on the study of pharmacodynamic and nutritional principles and therapies used in professional nursing.

*The Department*

**NU 230 Adult Health Nursing Theory I (Fall/Spring: 3)**

*Prerequisites:* NU 100, NU 120, NU 121, NU 080

*Corequisite:* NU 231

This course focuses on the care of adults with altered states of health. Emphasis is placed on the application of the clinical reasoning process with a focus on frequently occurring nursing diagnoses, interventions, and outcomes for adults in a variety of acute care settings.

*The Department*

**NU 231 Adult Health Nursing I Clinical Laboratory (Fall/Spring: 3)**

*Prerequisites:* NU 100, NU 120, NU 121, NU 080

*Corequisite:* NU 230

This course focuses on fostering skill in the planning and implementation of care for adults with an altered health status. College laboratory sessions focus on developing basic intervention skills associated with care. One 2-hour college laboratory and six hours of clinical laboratory weekly.

*The Department*

**NU 242 Adult Health Nursing Theory II (Fall/Spring: 3)**

*Prerequisites:* NU 230, NU 231, NU 204, NU 216 or concurrently

*Corequisite:* NU 243

This course builds on the concepts learned in Adult Health Theory I and expands the data base used to make judgments about responses of adults with acute and chronic health problems. In this course, discussions are centered on planning, implementation, and evaluation of nursing care for individuals and the family as appropriate.

*The Department*

**NU 243 Adult Health Nursing II Clinical Laboratory (Fall/Spring: 3)**

*Prerequisites:* NU 230, NU 231, NU 204

*Corequisite:* NU 242

This course focuses on the implementation and evaluation of patient care outcomes for adults with complex health problems in a variety of settings. Nine hours of clinical laboratory weekly.

*The Department*

**NU 244 Childbearing Nursing Theory (Fall/Spring: 3)**

*Prerequisites:* NU 230, NU 231, NU 204

*Corequisite:* NU 245

The course focuses on concepts associated with the unique responses of families during the childbearing cycle, including normal and high risk pregnancies, and normal and abnormal events in women and health across the life span.

*The Department*

**NU 245 Clinical Laboratory of Childbearing Theory (Fall/Spring: 3)**

*Prerequisites:* NU 230, NU 231, NU 204

*Corequisite:* NU 244

This experience focuses on the application of childbearing theory to the diagnoses, interventions, and outcomes for the care of families in structured clinical settings. Focus is on prenatal, perinatal, and post-natal activities. Nine hours of clinical laboratory weekly.

*The Department*

**NU 250 Child Health Nursing Theory (Fall/Spring: 3)**

*Prerequisites:* NU 244, NU 245

*Corequisite:* NU 251

This course focuses on concepts associated with the unique responses of children and their families to acute and chronic illness. Emphasis is placed on the child's growth and development in relation to illness, nursing judgments, and adapting plans of care to child and family.

*The Department*

**NU 251 Child Health Nursing Clinical Laboratory (Fall/Spring: 3)**

*Prerequisites:* NU 244, NU 245

*Corequisite:* NU 250

This course uses a variety of clinical settings to focus on the application of the clinical reasoning process, nursing diagnoses, behavioral outcomes and nursing interventions in the care of children and their families coping with acute and chronic health problems. Nine hours of clinical laboratory weekly.

*The Department*

**NU 252 Psychiatric Mental Health Nursing Theory (Fall/Spring: 3)**

*Prerequisite:* NU 242, NU 243

*Corequisite:* NU 253

This course focuses on the principles and concepts associated with mental illness and the care of patients and families with acute and chronic mental health problems.

*The Department*

**NU 253 Psychiatric Mental Health Nursing Clinical Laboratory (Fall/Spring: 3)**

*Prerequisites:* NU 242, NU 243

*Corequisite:* NU 252

This course focuses on the application of the clinical reasoning process, diagnoses, interventions, and outcomes for patients and families with acute and long-term mental health problems. Special

emphasis is placed on assessment, the establishment of a therapeutic relationship between the nurse and patient, and participation in the therapeutic milieu. Nine hours of clinical laboratory weekly.

*The Department*

**NU 260 Community Nursing Theory (Fall/Spring: 3)**

*Prerequisites:* NU 250, NU 251, NU 252, NU 253

*Corequisite:* NU 261

This course focuses on individuals, families, and groups in the community setting. Emphasis is placed on the care of population groups and aggregates within this setting using the 11 functional health patterns as the organizing framework. The history and evolution of community health nursing, community health principles, case management concepts, and collaboration with other members of the health care team are addressed.

*The Department*

**NU 261 Community Nursing Clinical Laboratory (Fall/Spring: 3)**

*Prerequisites:* NU 250, NU 251, NU 252, NU 253

*Corequisite:* NU 260

This course focuses on individual, family, and community responses to actual or potential health problems. Health promotion, disease prevention, and care of clients with long term illness are addressed. The clinical reasoning process is used to determine nursing diagnoses, interventions, and outcomes to promote optimal level of functioning in families and groups in the community. Special emphasis is given to accessing community resources and evaluating care. Nine hours of clinical laboratory weekly.

*The Department*

**NU 263 Nursing Synthesis Clinical Laboratory (Fall/Spring: 3)**

*Prerequisites:* NU 260, NU 261 or concurrently

*Corequisite:* NU 262

This course provides intensive, in-depth clinical experience with a selected client population. Students work with clinical preceptors and faculty to synthesize nursing concepts, refine clinical reasoning competencies, and use nursing research in practice. An average of nine hours of clinical laboratory weekly. A proposal for individual learning program and for a clinical placement is required.

*The Department*

**NU 264 Professional Nursing II (Spring: 3)**

This course focuses on the transition from the student to the practitioner role. The course provides the student with the opportunity to integrate previous and concurrent knowledge about nursing care, explore professional issues, view nursing as a profession as related to society's needs, and develop and articulate emerging trends that will have an impact on the profession. The types of research questions asked by nurses and their relationship to theory, health, research design, sample, data collection, and data analysis are discussed.

*The Department*

**NU 299 Directed Independent Study (Fall: 3)**

*Prerequisite:* Senior nursing student with GPA of 3.0 or above in nursing courses

Students planning to enroll in Directed Independent Study should obtain guidelines from the Office of the Undergraduate Associate Dean. Proposals must be submitted at least three weeks before the end of the semester prior to that in which the study will begin.

This course provides an opportunity to engage in learning activities that are of interest beyond the required nursing curriculum. Examples of learning activities are research, clinical practice, and study of a nursing theory.

*The Department*

***Undergraduate and Graduate Course Offerings***

**NU 315 Victimology (Fall: 3)**

For students whose practice is with victims of crime-related trauma; for students whose careers require a knowledge of issues facing crime victims, their families, and the community; and for students who wish to broaden their understanding of crime and justice. Course examines the wide range of victimization experiences from the perspective of the victim, the offender, their families, and society. Crimes to be studied include robbery, burglary, car jacking, assault and battery, rape, domestic violence, homicide, arson, child sexual abuse and exploitation, child pornography crimes, federal crimes, and Internet crimes. Class format utilizes cases from the forensic practice of the lecturers.

*Ann Wolbert Burgess*

**NU 317 Forensic Mental Health (Spring: 3)**

This course examines the assessment, diagnosis, and outcomes of people whose lives bring them into a judicial setting, either criminal or evil. Content will cover such topics as: forensic interviewing and evaluation, case formulation, DSM diagnosis, treatment modalities, criminal investigations and charges, state of mind, duty to warn, memory and recall, malingering, and secondary gain.

*Ann W. Burgess*

**NU 318 Forensic Science I (Fall: 3)**

**Offered Biennially**

The purpose of this course is to prepare students to understand basic scientific, ethical, and legal principles related to evidence acquisition, preservation, and application. Specifically, this course examines cases where there has been a death e.g., suicide, homicide, accidental, and criminal, as well as cases in which the victim is a survivor.

*Ann Wolbert Burgess*

**NU 325 Perspectives in Managed Health Care (Fall: 3)**

**Restricted to seniors and graduate students**

The purpose of this interdisciplinary course is to introduce the participants to health care financing from private and public perspectives. It is designed for individuals (e.g., advanced practice nurses, personnel managers) who will interface with the managed care and health insurance industries in a professional capacity.

*Judith A. Vessey*

***Graduate Course Offerings***

**NU 320 Nursing in Faith Communities (Spring: 3)**

*Prerequisite:* B.S. in Nursing or permission of faculty. Can be an upper division elective for undergraduate students.

This course supports developing nursing practice in a faith community. Faith Community Nursing encompasses physical, mental, and spiritual needs of individuals and families. The history of Parish Nursing and methods of developing congregational supports are emphasized. Community health models. No clinical practicum is required, but real-life examples and projects will be developed. The course meets the requirements of the International Parish Nurse Resource Center, Basic Parish Nursing Preparation Program.

*Carol Lynn Mandile*

**NU 402 Nursing Science I (Fall: 6)***Corequisites:* NU 408, NU 403, NU 204

Concepts of health and age specific methods for nursing assessment of health within the context of human growth and development, culture, and the environment are emphasized. The course focuses on evaluation and promotion of optimal function of individuals across the life span. Content for each developmental level includes communication, nutrition, and physical examination as tools for assessment and principles of teaching and learning for anticipatory guidance. This course will also focus on the theoretical basis of the nursing care of clients with altered states of health. Emphasis is placed on beginning application of the clinical reasoning process.

*Jane Ashley***NU 403 Clinical Practice in Nursing I (Fall: 4)***Corequisites:* NU 402, NU 408, NU 204

Provides campus and community laboratory experiences in applying theoretical concepts explored in Nursing Science I. Focus on systematic assessment of individual health status associated with maturational changes and influences by culture and environment. Clinical reasoning framework and communication theory direct the development of nursing assessment skills. Also focus on fostering skill in the planning and implementation of care for adults with an altered health status. College laboratory sessions complement the clinical practica which take place in a variety of practice settings. Clinical experiences focus on documentation, developing skills to facilitate the helping relationship, and basic psychomotor skills associated with care.

*The Department***NU 406 Nursing Science II (Spring: 6)***Prerequisites:* NU 402, NU 403*Corequisites:* NU 204, NU 408, NU 420

This course builds on the concepts learned in Nursing Science I and examines more complex health problems across the life span. Emphasis is on independent judgment and collaborative practice. The course will focus on nursing concepts associated with the unique responses of families during the childbearing/child rearing cycle and to the events associated with acute and chronic illness of children. Principles of psychiatric nursing involved in the care of clients experiencing the stresses of mental illness will also be included. The course will also focus on individuals, families, and groups in the community.

*The Department***NU 407 Clinical Practice in Nursing II (Spring: 6)***Prerequisites:* NU 402, NU 403, NU 204, NU 408*Corequisites:* NU 406, NU 420

This course uses a variety of clinical settings to focus on the application of the clinical reasoning process, nursing diagnoses, nursing interventions, and outcomes as they relate to the care of individuals and families across the life span. Settings will include in-patient and community agencies.

*Anne Norris***NU 408 Pathophysiology (Fall: 3)**

This course offers an integrated approach to human disease. The content builds on underlying concepts of normal function as they apply to the basic processes of pathogenesis. Common health problems are introduced to explore the interrelatedness of a variety of stressors affecting physiological function.

*Nancy Fairchild***NU 411 Nursing Synthesis Practicum (Summer: 3)***Prerequisites:* NU 406, NU 407

This course provides nontraditional nursing students with an opportunity to synthesize, to expand and, to refine nursing concepts and clinical reasoning competencies. Through an intensive clinical experience based in institutional and/or community settings, students will be able to focus on health care needs of specific client populations, study in-depth the interventions used to restore and/or optimize health, and utilize nursing research in practice.

*The Department***NU 415 Conceptual Basis for Advanced Nursing Practice (Fall/Spring: 3)****Offered Biennially**

The theoretical foundations of advanced nursing practice as an art and a science are the focus of this course. Opportunities are available to explore and evaluate existing conceptual frameworks and mid-range theories currently used within the discipline. The domain of clinical judgement, including diagnostic, therapeutic, and ethical reasoning, is examined. Emphasis is placed on interrelationships among theory, research, and practice and the implementation of theory-based practice within the clinical environment.

*Dorothy Jones**Sr. Callista Roy***NU 416 Ethical Reasoning and Issues in Advanced Nursing Practice (Fall/Spring: 3)***Prerequisite:* NU 415

The ethical responsibilities of the advanced practice nurse and current ethical issues in health care are the focus of this course. Beginning with the philosophical and moral foundations of nursing ethics, the course examines the role of the advanced practice nurse in making ethical decisions related to patient care. The moral responsibility of the nurse as patient advocate is discussed in relation to selected ethical issues. Opportunity is provided for the student to analyze selected ethical issues in specific patient situations and in the popular press.

*Pamela Grace**Thomas Connelly***NU 417 Advanced Practice Nursing within Complex Health Care Systems (Fall/Spring: 3)***Prerequisites:* NU 415 and NU 416**Offered Biennially**

The scope of advanced nursing practice within complex health care systems is the focus of this course. Dimensions of advanced nursing practice are explored with particular emphasis on the following: historical development of the roles; role theory and implementation; legal/regulatory aspects; innovative practice models; patient education; collaboration and consultation; program planning, economic, political, and social factors that influence health care delivery; organizational behavior; power and change; management and leadership, evaluation, and quality improvement; and research utilization and informatics. Advanced nursing practice activities are explored across practice settings and at all levels of care.

*Rosanna DeMarco**Joellen Hawkins*

**NU 420 Pharmacotherapeutics and Advanced Nursing Practice (Spring/Summer: 3)**

*Prerequisite:* Baccalaureate degree in nursing

This course is intended to provide the student with an understanding of pharmacology and drug therapy as it relates to advanced practice (general and/or in a clinical specialty). The interrelationships of nursing and drug therapy will be explored through study of pharmacodynamics, dynamics of patient response to medical and nursing therapeutic regimens, and patient teaching, as well as the psychosocial, economic, cultural, ethical, and legal factors affecting drug therapy, patient responses, and nursing practice. The role of the nurse practicing in an expanded role in decision-making related to drug therapy is also included.

*Patricia Tabloski*

**NU 426 Advanced Psychopharmacology (Spring: 3)**

*Prerequisite:* Graduate standing

This course is for students who are specializing in psychiatric mental health practice and students whose professional practice requires knowledge of psychotropic drugs. The course reviews the role of the central nervous system in behavior, and drugs that focus on synaptic and cellular functions within the central nervous system. The use of psychopharmacological agents and differential diagnosis of major psychiatric disorders is a focus of each class. Ethical, multicultural, legal, and professional issues are covered with particular emphasis on prescription writing as it relates to the Clinical Specialist in Psychiatric Mental Health Nursing.

*Judith Shindul-Rothschild*

**NU 428 Theoretical Foundations of Gerontological Nursing (Spring/Summer: 3)**

This course expands the theoretical foundations in nursing to include gerontology of aging persons and is designed for students providing health care to older clients in all clinical settings. Topics include the impact of changing demographics, theories of aging, age-related changes and risk factors that interfere with physiological and psychosocial functioning, and the ethics and economics of health care for the elderly. Emphasis is placed on research-based analysis of responses of aging individuals to health problems and interventions to prevent, maintain, and restore health and quality of life.

*Ellen Mahoney*

**NU 430 Advanced Health Assessment Across the Life Span (Spring/Summer: 3)**

*Prerequisite:* NU 672

**Offered Biennially**

**Course is taken the semester prior to practicum entry.**

Building on undergraduate course work and previous clinical experience, this course utilizes life span development and health risk appraisal frameworks as the basis for health assessment. Students master health assessment skills for individuals within family, environmental, and cultural contexts. The course provides advanced practice nursing students with planned classroom and clinical laboratory experiences to refine health assessment skills and interviewing techniques. Health promotion, health maintenance, and epidemiological principles are emphasized in relationship to various practice populations.

*The Department*

**NU 441 Systems of Therapy in Psychiatric Mental Health Nursing Practice (Fall: 3)**

**This course is a requirement for graduate students who are specializing in psychiatric-mental health practice. The course is also open to non-nursing graduate students involved in counseling or psychotherapy.**

The course explores the systems of psychotherapy for individuals, families and groups. Selected theories include psychodynamic, interpersonal, behavioral, cognitive, crisis, brief, feminist and multicultural approaches. Video taped psychotherapy sessions are used to examine commonalities and differences in process and techniques. Psychotherapy modalities are critiqued for efficacy, the range of problems treated, the nature of the psychotherapeutic relationship, and sensitivity to differences in culture, race, age, and gender.

*Danny Willis*

**NU 443 Advanced Practice and Theory in Psychiatric Mental Health Nursing I (Fall: 6)**

*Prerequisite:* NU 430

*Corequisite:* NU 441

First of two required specialty courses in Psychiatric-Mental Health Nursing examining components of comprehensive psychiatric evaluation of adults, children, and adolescents, assessment of families, evaluation of mental health agencies, and application of the DSM-IV systems. Culture, race, ethnicity, gender, economics, and legal and ethical issues are discussed as influences on our understanding of mental health, diagnoses, and treatment. Clinical practicum involves a minimum of 250 supervised hours of PMH nursing practice with adults, families, and/or children and adolescents. Students develop advanced practice competencies that include conducting mental status evaluations, formulating diagnoses, developing treatment plans, and engaging in psychotherapeutic intervention.

*June Andrews Horowitz*

*Barbara Wolfe*

**NU 452 Advanced Theory: Human Responses of Women, Children, Adolescents, and Their Families (Fall: 3)**

*Prerequisites:* NU 415, NU 417, or with permission of instructor

This course focuses on theoretical knowledge for the indirect and direct roles of the advanced practice nurse in health care of women and children. Content will address use, analysis, and synthesis of theories and research, with attention to the impact of culture, ethnicity, race, socioeconomic status, and family structures. Psychosocial influences on women's health, parenting, and child development are explored. Students will interpret the roles of the advanced practice nurse in MCH as these affect and are affected by health care and health care delivery systems at the national level.

*Lois Haggerty*

**NU 453 Advanced Practice in Women's Health Nursing I (Fall: 6)**

*Prerequisites:* NU 415, NU 417, NU 430, NU 452, and permission of the instructor

This course is the first of two courses in the Advanced Practice in Women's Health series. The role of the advanced practice nurse with women across the life span is explored with a focus on wellness promotion and management of common alterations in the sexuality-reproductive pattern, with special concern for cultural, ethnic, and socioeconomic diversity. Theories and research from nursing

and other disciplines are synthesized and evaluated through seminars, clinical conferences, clinical experiences (20 hours/week), and course assignments.

*Joellen Hawkins*

**NU 457 Advanced Practice in Ambulatory Care Nursing of Children I (Fall: 6)**

*Prerequisites:* NU 430, NU 415 and NU 452

*Corequisite:* NU 452

This clinical course is the first of two advanced practice specialty nursing courses for preparing pediatric nurse practitioners. This course focuses on health promotion and maintenance, prevention of illness and disability, as well as assessment, diagnosis, and management of common pediatric problems/illnesses. Anatomical, physiological, psychological, cognitive, socioeconomic, and cultural factors affecting a child's growth and development are analyzed. Parenting practices, family life styles, ethical issues, and environmental milieu are also explored. Students engage in precepted clinical practice (20 hours/week) where they apply their cognitive, affective, and psychomotor skills, guided by critical thinking and clinical decision making.

*Joyce Pulcini*

*Mary Aruda*

**NU 462 Advanced Theory in Adult Health Nursing I (Fall: 3)**

The course focuses on understanding health patterns and optimal functional ability in a variety of sociocultural and practice settings. The course will include exploration of theories and models underlying life processes and interaction with the environment for adolescents and adults with varied health states, ages, developmental, and gender characteristics. Ethical, diagnostic, and therapeutic reasoning processes are incorporated into developing assessment, diagnosis, intervention, and outcomes parameters.

*Dorothy Jones*

**NU 463 Advanced Practice in Adult Health Nursing I (Fall: 6)**

*Prerequisites:* NU 462 and NU 430

This course concentrates on assessment and diagnosis within the development of advanced adult health nursing practice based on theoretical knowledge and research. Clinical learning experiences (16 hours/week) focus on the increased integration of ethical and diagnostic judgments within the health care of adults to promote their optimal level of being and functioning. Analysis of selected health care delivery systems will emphasize the identification of variables contributing to optimal levels of health care. Theories and research from nursing and other disciplines are applied and integrated through seminars, clinical conferences, clinical practice, and course assignments.

*Patricia Tabloski*

*Carol Lynn Mandle*

**NU 465 Advance Practice in Gerontological Nursing I (Fall: 6)**

*Prerequisites:* NU 415, NU 416, NU 430, NU 462

This course concentrates on nursing assessment, diagnosis, and interventions within gerontology based on theoretical knowledge, research, and practice. Common health problems of older adults within primary and long-term care settings are emphasized including care of persons with acute and chronic illness. Clinical learning experiences focus on the integration of ethical and diagnostic judgments within the context of functional health patterns to promote optimal levels of being and health. Selected variables within the health care delivery system that influence health are analyzed.

*Patricia Tabloski*

**NU 467 Adult Health Nursing Practice: Clinical Nurse Specialist (Fall: 3)**

**NU 472 Advanced Theory in Community and Family Health Nursing I (Fall: 3)**

This course is the first of a series in the theory and advanced practice of community and family health nursing. It focuses on theories, concepts, and research findings in the development and evaluation of nursing interventions and strategies that promote health in aggregates and communities. Health legislation and multiple socioeconomic and environmental factors are analyzed to determine their influence on planning for family health and community well being.

*Paul Arnstein*

**NU 473 Advanced Practice in Community and Family Health Nursing I (Fall: 6)**

*Prerequisites:* NU 472 and NU 430

*Corequisite:* NU 472

This combined didactic and practicum course focuses on the assessment, diagnosis, and management of selected primary health care problems in individuals and families using critical thinking and diagnostic reasoning. Incorporation of health promotion, health maintenance and delivery of care strategies as they relate to individuals and families are emphasized. Students practice 20 hours per week in a variety of clinical settings including health departments, health centers, homeless clinics, health maintenance organizations, private practices and occupational health clinics.

*Paul Arnstein*

*Barbara Brush*

**NU 480 Clinical Strategies for the Clinical Nurse Specialist (Spring: 6)**

*Prerequisites:* NU 415, NU 416, NU 417, NU 420, NU 672, NU 520, and Specialty Theory I and II

*Corequisite:* Specialty Theory II

This clinical course concentrates on the direct care and indirect roles of the clinical nurse specialist (CNS). Students focus on the care of patients (individuals, families, aggregates, and/or communities) within a specialty area. A specialty area may be identified on the basis of patients with specified nursing or medical diagnoses, patients in specific health care delivery systems, and/or patients requiring specific nursing interventions. Within the framework of the course objectives and the student's selected area of specialization, the student (with faculty guidance and approval) develops and implements a plan for specialization.

*The Department*

**NU 484 Interprofessional Collaboration: School-Community Service (Spring: 3)**

**NU 490 Physiologic Variables for Nurse Anesthesia I-Respiratory (Spring: 3)**

*Corequisites:* NU 491, NU 672

This course is an in-depth study of the anatomy, physiology, and pathophysiology of the respiratory system and related anesthesia implications for the whole person. It complements physiologic principles learned in master's core courses. The concepts of ventilation and perfusion as well as oxygen transport will be examined. Assessment of baseline pulmonary function and alterations seen in common disease states will be reviewed. The effect of compromised pulmonary function and implications for the patient and the anesthesia plan will be discussed. The effect of surgery and anesthesia on the respiratory system will be emphasized.

*Denise Testa*

## NU 491 Chemistry and Physics for Nurse Anesthesia Practice (Spring: 3)

*Corequisites:* NU 490, NU 672

This course is an in-depth study of principles of chemistry and physics as they relate to nurse anesthesia practice. Aspects of organic and biochemistry including the chemical structure of compounds and their significance in pharmacology will be explored. The role of acid-base balance in maintaining the body's internal milieu and cellular integrity will be examined. Laws of physics as they pertain to the nurse anesthesia practice will be illustrated with specific examples. The emphasis will be placed on the assimilation and integration of scientific theory into practice.

*Susan Emery*

## NU 492 Basic Principles of Nurse Anesthesia Practice (Summer: 3)

*Prerequisites:* NU 490, NU 491

*Corequisites:* NU 493, NU 494

This course is an introduction to the clinical application of nurse anesthesia practice. An historical perspective of the nurse anesthetist role will be explored and current anesthesia practice and techniques will also be described. Students will be introduced to anesthesia delivery systems and to concepts of patient safety and advocacy. Specific local and national legal aspects of nurse anesthesia practice will be examined.

*Lisa Stryker*

## NU 493 Pharmacology of Anesthetic and Accessory Drugs (Summer: 3)

*Prerequisites:* NU 490, NU 491

*Corequisites:* NU 492, NU 494

This course is a study of the pharmacologic theories as they relate to nurse anesthesia practice. The application of pharmacokinetic and pharmacodynamic principles as they relate to specific anesthetic and adjunct drugs used in anesthetic practice will be explored. Integration of theory into practice will be emphasized through the use of case studies. Ethical, legal and economic considerations of drug selection will also be discussed as the student learns to develop an anesthesia plan of care.

*Susan Emery*

## NU 494 Physiologic Variables for Nurse Anesthesia II-Card (Summer: 3)

This course builds on basic concepts of the anatomy, physiology, and pathophysiology of the cardiovascular system and provides in depth information about the cardiovascular system and anesthesia. The impact of anesthesia on the structure and function of the heart as a pump as well as the characteristics of both systemic and pulmonary circulation will be explored. Measures to evaluate cardiovascular function, including electrocardiography, cardiac output, blood volume and arterial and venous pressures will be described using clinical examples. Alterations in normal anatomy and physiology and implications for the anesthetic plan for both non-cardiac and cardiac surgery will be discussed.

*Catherine Woodward*

## NU 520 Nursing Research Theory (Fall/Summer: 3)

*Prerequisite:* Undergraduate statistics course

**Offered Biennially**

**Open to upper-division R.N. and B.S. nursing students, non-nursing graduate students, and non-matriculated nursing students with permission of instructor.**

Qualitative and quantitative research methods, including experimental/quasi-experimental, correlational, and descriptive designs are

presented. Research design considerations include fit with research questions, control of threats to validity, and sampling and data collection plans in the context of issues of language, gender, ethnicity, and culture. Clinical problems for research are identified focusing on health and nursing care.

*The Department*

## NU 523 Computer Analysis of Health Care Data (Fall: 3)

*Prerequisite:* NU 520 or concurrent with NU 520 or with permission of instructor

**Ability to use computer mouse and familiarity with Windows or Macintosh operating systems.**

This course focuses on the choice of appropriate statistics for analyzing nursing and health care data for various populations and settings. Students will analyze healthcare data using appropriate software packages. An existing data set will provide practical experiences. Course content will include defining research questions, data coding and entry, and using descriptive and inferential statistics for hypothesis testing. Students will explore online resources to access health care information.

*Anne Norris*

## NU 524 Master's Research Practicum (Fall/Spring: 3)

*Prerequisite:* NU 520 or concurrently

**Offered Biennially**

This course applies knowledge of the research process through the development and implementation of a clinical research proposal, a quality assurance proposal, a research utilization proposal, or through participation with faculty in ongoing research.

*The Department*

## NU 525 Integrative Review of Nursing Research (Fall/Spring: 3)

*Prerequisite:* NU 520 or concurrently

**Offered Biennially**

The focus of the course is on the use of a systematic and analytic process in the critical analysis and synthesis of empirical nursing research on a topic related to the student's specialty area. Students work independently to develop a publishable integrative review manuscript under guidance of faculty.

*The Department*

**NU 541 Stress and Trauma: Individual/Family Responses (Spring: 3)**  
**Required for graduate Psychiatric Mental Health students. Open to a limited number of graduate students in other nursing specialties, as well as non-nursing graduate students involved in counseling/therapy.**

This course examines the existing and evolving theories of stress responses and responses to trauma, particularly post-traumatic stress disorder. Preventive and therapeutic interventions will be examined in relation to scope and limitations. Literature from nursing, social work, psychiatry, psychology, sociology, and the biological sciences are used. Relevant theory, current research, and intervention models are examined in relation to clinical problems.

*Ann Wolbert Burgess*

## NU 543 Advanced Practice and Theory in Psychiatric Mental Health Nursing (Spring: 6)

*Prerequisites:* NU 443, NU 430, NU 426

This second advanced practice and theory course in Psychiatric-Mental Health Nursing focuses on current clinical topics and major psychiatric diagnostic categories. Students apply DSM-IV systems to examining clinical case material. Diagnostic and treatment issues con-

cerning culture, race and ethnicity, gender, prevalence, prognosis, clinical course, and familial patterns are discussed. Treatment approaches and allocation of services are analyzed. Students engage in practice activities for a minimum of 250 hours which build on experiences in NU 443 to increase their diagnostic and clinical reasoning ability, and psychotherapeutic intervention skills. These two courses give students 500+ hours of supervised advanced practice clinical experience.

*June Andrews Horowitz*

*Barbara Wolfe*

**NU 552 Advanced Theory II: Human Response Patterns of Women, Children, Adolescents, and Their Families (Spring: 3)**

*Prerequisites:* NU 415, NU 417, or with permission of instructor

This course focuses on theoretical knowledge for the indirect and direct roles of the advanced practice nurse in health care of women and children. Content will address use, analysis, and synthesis of theories and research with attention to the impact of culture, ethnicity, race, socioeconomic status, and family structures. Psychosocial influences on women's health, parenting, and child development are explored. The continuing evolution of health care delivery systems in the United States as well as political and policy issues at the national and international levels and their impact on advanced practice in MCH are explored.

*Lois Haggerty*

**NU 553 Advanced Practice in Women's Health Nursing II (Spring: 6)**

*Prerequisites:* NU 417, NU 453, and permission of instructor required

This course builds on Maternal Child Health Advanced Theory I and II and Advanced Practice in Women's Health Nursing I. It concentrates on the role of the nurse in advanced practice with women across the life span, focusing on the development and evaluation of management strategies to promote optimal functioning in women seeking obstetrical and gynecological care, as well as the indirect role functions in advanced practice as Clinical Nurse Specialists/Nurse Practitioners. Theories and research from nursing and other disciplines are applied and integrated through seminars, clinical conferences, clinical experiences (20 hours/week), and course assignments.

*Lois Haggerty*

*Joellen Hawkins*

**NU 557 Advanced Practice in Ambulatory Care Nursing of Children II (Spring: 6)**

*Prerequisites:* NU 457, NU 552

This course builds on NU 457. The focus is on management of children with more complex or chronic health problems. Theories and research from nursing and other disciplines are synthesized, with special consideration of the influences of culture and SES on wellness and health care. Students continue in precepted clinical practice (20 hours/week) to develop advanced skills in differential diagnosis and gain increased comfort in managing psychosocial problems. In consultation with preceptors, students make referrals, develop treatment and teaching plans with clients, document accurately, and further develop confidence and competence in the role of pediatric nurse practitioner.

*Mary Aruda*

**NU 562 Advanced Theory in Adult Health Nursing II (Spring: 3)**

*Prerequisite:* NU 462

This course concentrates on the development, use, analysis, and synthesis of theoretical knowledge and research for intervention with advanced adult health nursing practice. The role components that constitute advanced adult health nursing practice are developed and evalu-

ated for their potential contributions in improving the quality of adult health care. Professional, socioeconomic, political, legal, and ethical forces influencing practice are analyzed and corresponding change strategies proposed. Theories and research from nursing and other disciplines are applied and evaluated through classes and assignments. Linkages between theory, practice, and research are explored.

*Dorothy Jones*

**NU 563 Advanced Practice in Adult Health Nursing II (Spring: 6)**

*Prerequisite:* NU 463

This course concentrates on the implementation, evaluation, and development of advanced nursing practice based on theoretical knowledge and research. Clinical learning experiences (20 hours/week) focus on the increased integration of ethical, diagnostic, and therapeutic judgments within the health care of adults to promote their optimal level of being and functioning.

*Carol Lynn Mandle*

*Patricia Tabloski*

**NU 565 Advanced Gerontologic Nursing Practice II (Spring: 6)**

*Prerequisites:* NU 417, NU 420, NU 465, NU 672

Concentrating on implementation, evaluation, and development of advanced nursing practice in gerontologic care based on theoretical knowledge and research. Clinical learning experiences focus on the integration of ethical, diagnostic, and therapeutic judgments in the health care of older adults across the continuum of care with particular emphasis on long term care settings with the goal of promoting optimal levels of being and functioning. Analysis of selected health care delivery systems will emphasize the identification of variables that influence health. Theories and research from nursing and other disciplines are applied and integrated through seminars, clinical conferences, clinical practice, and course assignments.

*Patricia Tabloski*

**NU 572 Advanced Theory in Community and Family Health Nursing II (Spring: 3)**

*Prerequisites:* NU 472, NU 430

This course is the second of a series in theories, relevant to advanced practice nurses in Family and Community Health specialties. It focuses on concepts, theories and research needed to thrive in the advanced practice role. Emphasis is on health promotion, helping individuals, families, and aggregates to attain optimum levels of wellness. Theories and related research from nursing and other disciplines are integrated, and innovative health promotion programs or practice models are showcased.

*Paul Arnstein*

**NU 573 Advanced Practice in Community and Family Health Nursing II (Spring: 6)**

*Prerequisites:* NU 430, NU 472, NU 473, and NU 572

This combined didactic and practicum course continues to integrate the assessment, diagnosis, and management of selected primary health care problems for individuals and families. Building on NU 473 course content, this course emphasizes management of complex health problems. Students practice twenty hours per week to integrate theory, practice, and research as Family Nurse Practitioners.

*Paul Arnstein*

**NU 580 Foundations in Teaching and Learning in Nursing (Spring: 3)**  
*Prerequisite:* Completed or enrolled in Masters of Nursing Program

This course focuses on introducing teaching and learning constructs and concepts in the context of nursing education. This includes philosophy of education, principles of teaching and learning, history of nursing education, learning styles, curriculum development and design, and teaching critical thinking. The role of nurse educators will be explored.

*Rita Olivieri*

**NU 583 Teaching Practicum and Performance Evaluation (Fall: 3)**

*Prerequisites:* NU 580 and NU 582

**Offered Biennially**

The role of the nurse educator is actualized through practicum experiences that integrate knowledge from previous courses. Opportunities for precepted learning experiences in the classroom and clinical setting are available for each participant. Classroom teaching includes the development of teaching objectives and strategies, test construction, and evaluation of didactic learning. The clinical practicum focuses on evaluating learning environments, developing clinical assignments, testing and evaluating clinical performance, laboratory skill development and competency testing. Additionally, there will be opportunities to mentor and work with clinical staff and preceptors across clinical settings with diverse populations.

*The Department*

**NU 590 Physiologic Variables for Nurse Anesthesia III (Fall: 3)**

*Prerequisites:* NU 490-NU 494, NU 415

*Corequisite:* NU 591

This course builds upon the clinical physiology of the neurological, endocrine, and renal systems. The focus of discussion will be on the anatomy and physiology of the nervous system including nerve action potential, neuromuscular transmission, the autonomic nervous system, neurotransmitter, and cerebral blood flow. Also, normal physiology of the endocrine and renal system will be studied, including the more commonly seen alterations in these systems. Emphasis will be placed on the anesthetic implications of caring for patients with high risk conditions.

*Christine Village*

**NU 591 Clinical Practicum in Nurse Anesthesia I (Fall: 3)**

*Prerequisites:* NU 490-NU 494, NU 415

*Corequisite:* NU 590

This course provides the opportunity for students to integrate theory into practice within the clinical setting. The focus is on the development of diagnostic, therapeutic, and ethical judgments with the perioperative patient. Students progress from the care of healthy patients undergoing minimally invasive surgical procedures to the more complex patient with multiple health issues. The student begins to develop an advanced practice nursing role that integrates role theory, nursing theory, and research knowledge through weekly seminars. This course contains an intensive clinical practicum with CRNA preceptors that facilitates the development of nurse anesthetist skills.

*Susan Emery*

**NU 592 Advanced Principles for Nurse Anesthesia Practice (Spring: 3)**

*Prerequisites:* NU 590, NU 591

*Corequisite:* NU 593

This course focuses on selected problems associated with the provision of anesthesia for specialty and emergency surgeries. It explores

anesthesia considerations related to the diverse needs of persons across the life span. Special attention is given to the anesthesia needs of the maternity, pediatric, and the aging patient. Content also addresses the specialty areas of acute and chronic pain management, and outpatient surgery. Attention is given to patient comfort and safety issues implicit in surgical interventions and anesthesia delivery.

*Susan Emery*

**NU 593 Clinical Practicum in Nurse Anesthesia II (Spring: 3)**

*Prerequisites:* NU 590, NU 591

*Corequisite:* NU 592

This course provides the opportunity for students to integrate theoretical knowledge and research findings into nurse anesthetist practice within the clinical setting. Students progress by providing anesthesia care for adults and children with more complex health problems. Anesthetic requirements as dictated by patient assessment, including the surgical procedure, are studied in greater depth. The guidance of CRNA faculty preceptors contributes to the development of the student's critical thinking. Weekly seminars provide the opportunity for discussion of clinical experiences.

*Susan Emery*

**NU 595 Clinical Practicum in Nurse Anesthesia III (Summer: 3)**

*Prerequisites:* NU 592, NU 593

This course focuses on the delivery of anesthesia care within advanced nursing practice in a broad range of clinical situations for patients with multiple, complex health problems. Through the refinement of assessment and management skills, critical thinking is further developed. Collaborative practice within a care team model is emphasized. With supervision, the student assumes more overall responsibility for the health care setting's quality of care for the patients throughout the perioperative experience. Clinical experiences are enhanced by participation in interdisciplinary clinical conferences and departmental meetings as the student transitions to the role of the advanced practice nurse.

*Susan Emery*

**NU 672 Pathophysiologic Processes (Fall/Spring: 3)**

*Prerequisite:* Baccalaureate degree in nursing or permission of the instructor

**Offered Biennially**

This course focuses on the processes that underlie diseases and dysfunctions that affect individuals across the life span. The emphasis is on central concepts of pathophysiology, including alterations in cellular communication, genetic mechanisms, homeostasis, cell growth regulation, metabolism, immunity, and inflammation. These concepts are then applied in a systematic survey of diseases within body systems. Current research, clinical examples, and application to advanced nursing practice are incorporated throughout the course.

*Catherine Read*

**NU 691 Nurse Anesthesia Residency I (Fall: 1)**

*Prerequisites:* NU 592, NU 593, NU 595

This clinical course is the first of two residencies that provide preparation to attain competencies within the Certified Registered Nurse Anesthetist (CRNA) scope of practice and to meet certification requirements. The course seminars integrate knowledge from the graduate curriculum. Throughout the residency, the nurse anesthesia resident will utilize appropriate supervision from faculty and preceptors to refine clinical skills and clinical reasoning concerning progressively complex patient problems. Evaluation of clinical care includes

consideration of legal, ethical, cultural, social, and professional practice issues related to the nurse anesthesia role. Through collaboration, the nurse anesthesia resident assumes increasing independence over the semester.

*Susan Emery*

**NU 693 Nurse Anesthesia Residency II (Spring: 1)**

*Prerequisite:* NU 691

This course is the second of two that provide the nurse anesthesia student preparation in attaining competencies within the professional scope of practice and to meet certification requirements. The student is expected to function as member of the anesthesia team, and to provide comprehensive care based on clinical judgment. Students seek consultation when necessary, and analyze legal, ethical, cultural, social, and professional practice issues related to the advanced nursing practice role. The student is expected to be a role model for other nurse anesthesia students and a resource for clinical staff. The seminar provides the integration of Master's program objectives.

*Susan Emery*

**NU 699 Independent Study in Nursing (Fall/Spring: 3)**

*Prerequisites:* Permission of an instructor and the chairperson. Recommendation of a second faculty member is advised.

**Offered Biennially**

Students with a special interest in nursing may pursue that interest under the direction of the faculty member. A written proposal for an independent study in nursing must be submitted to the department chairperson. The student is required to submit written reports to the faculty member directing the study.

*The Department*

**NU 701 Epistemology of Nursing (Fall: 3)**

*Prerequisites:* Doctoral standing, PL 593 or concurrently

This is an examination of the nature of epistemology, of philosophy of science movements affecting nursing as a scholarly discipline, and of the developing epistemology of nursing. This course includes perspectives on the nature of truth, understanding, causality, continuity, and change in science, as well as on positivism, empiricism, reductionism, holism, phenomenology, and existentialism as they relate to nursing knowledge development. The identification of the phenomena of study and scientific progress in nursing are critiqued.

*Sr. Callista Roy*

**NU 702 Strategies of Knowledge Development (Spring: 3)**

*Prerequisite:* NU 701

This is an in-depth study of the processes of theory construction and knowledge development. This course includes concept and statement analysis, synthesis, and derivation from both inductive and deductive perspectives. Propositional statements are defined by order of probability and the processes for deriving and ordering such statements are analyzed. Issues and examples of empirical, deductive, interpretive, and statistical strategies for developing knowledge are examined. Experience is provided in concept analysis and knowledge synthesis of selected topics within one of the research foci: clinical and ethical judgments and human life processes and patterns.

*Sr. Callista Roy*

**NU 710 Themes of Inquiry: Clinical Topics (Spring: 3)**

*Prerequisite:* NU 702

This course analyzes selected middle-range theories related to life processes. Emphasis is placed on the structure of knowledge, research

design, and selected current research programs in nursing. Emerging themes of life processes at the individual, family, and group levels are considered.

*Ellen Mahoney*

**NU 711 Themes of Inquiry: Clinical Judgment (Fall: 3)**

*Prerequisite:* NU 702

In this course, students examine several programs of nursing research as themes of inquiry. Analysis and synthesis of selected middle range theories related to the clinical science of nursing, that is, the diagnosis and treatment of health patterns and responses. Examination of state of the art research in ethical and diagnostic-therapeutic judgment is used as a basis for generating further research questions.

*Pamela Grace*

**NU 740 Nursing Research Methods: Quantitative Approaches (Fall: 3)**

This introductory course fulfills a research methods requirement for doctoral students in nursing. Application of quantitative methodologies to a variety of research questions is explored. Emphasis is placed on types of quantitative research designs, sampling strategies and sample size considerations, data collection procedures, instrumentation, data analysis, interpretation, and communicating results.

*Mary Duffly*

**NU 744 Statistics: Computer Application and Analysis of Data (Spring: 3)**

*Prerequisite:* NU 742

A study of the interrelations between research design and quantitative analysis of data. The focus will be on the use of analytic software on the personal computer to create, manage, and analyze data. The specific statistical techniques will include those most frequently reported in the research literature of the health sciences.

*Barbara Hazard*

**NU 746 Measurement in Nursing Research (Fall: 3)**

*Prerequisites:* NU 740 and NU 744

This course focuses upon measurement theory and practice as it is used in nursing and health-related research. Measurement theory and major concepts of norm-referenced and criterion-referenced approaches are explored. Emphasis is placed on the critical appraisal of the psychometrics of various types of instruments within the two measurement approaches, including physiological and observational measurement, and bio-behavioral markers, interviews, questionnaires, and scales.

*Anne Norris*

**NU 750 Qualitative Research Methods (Spring: 3)**

*Prerequisite:* NU 740 or permission of instructor

This introductory course fulfills a research methods requirement for doctoral students in nursing. Application of qualitative and combined qualitative-quantitative methodologies to research questions will be explored. The relationship of data production strategies to underlying assumptions, theories, and research goals will be considered.

*Sandra Mott*

**NU 751 Advanced Qualitative Methods (Spring: 3)**

*Prerequisite:* NU 750 or an equivalent introductory course or portion of a course on Qualitative Research Methods. Permission of instructor required.

This seminar is designed for students in nursing and other disciplines who are taking a qualitative approach to research. The course will provide experience in qualitative data collection and analysis, as well as presenting findings for publication.

*The Department*

**NU 753 Advanced Quantitative Nursing Research Methods**

**(Spring: 3)**

*Prerequisite:* NU 742 or permission of instructor

This seminar is designed to guide doctoral students in the design and conduct of quantitative research studies in their chosen areas of focus. The seminar builds on the knowledge attained in previous research design and statistics courses. The doctoral student is expected to apply this knowledge in the development of a research proposal that will serve as the basis for the doctoral dissertation. The seminar serves to provide a structure within which the student can apply the elements of the research process in a written, systematic, and pragmatic way.

*Mary E. Duffy*

**NU 801 Master's Thesis (Spring: 3)**

*Prerequisites:* Six credits of research, including NU 520, and one of the following: NU 523, NU 524, or NU 525. Specialty Theory and Practice I and II as well as NU 417 or concurrently.

The nursing thesis follows the research theory and research option. Students elaborate on learning experiences gained in the research courses by completing an individual clinical research project under the guidance of a faculty member and a reader.

*The Department*

**NU 810 Research Practicum I (Fall/Spring: 1)**

*Prerequisite:* NU 701 or concurrently

First in the series of four research practica that offer the student the opportunity to develop and focus their research concentration, to analyze and synthesize the state of knowledge development in the area of concentration.

*The Department*

**NU 811 Research Practicum II (Fall/Spring: 1)**

*Prerequisites:* NU 810, NU 702, or concurrently

Second in the series of four research practica that offer the student individual and group sessions, which contribute to the design of a preliminary study in the area of concentration, and collaboration with faculty on projects, presentations, and publications.

*The Department*

**NU 812 Research Practicum III (Fall/Spring: 1)**

*Prerequisites:* NU 810, NU 811

Third in the series of four research practica that offers the student further research and scholarly development in the area of concentration through individual and group sessions.

*The Department*

**NU 813 Research Practicum IV (Fall/Spring: 1)**

*Prerequisites:* NU 810, NU 811, NU 812

Fourth in the series of four research practica that offer the student a continuation of supervised research development in the area of concentration. The student refines the research plan and strengthens its links to supporting literature and the domains of nursing and societal concern.

*The Department*

**NU 820 Expanding Paradigms for Nursing Research (Fall: 3)**

*Prerequisites:* NU 702, NU 812, NU 710, or concurrently

Review and synthesis of research related to selected clinical research topics within the substantive knowledge area that is the focus of study: a given human life process, pattern, and response, or diagnostic or ethical judgment.

*Dorothy Jones*

**NU 821 Nursing Research and Health Policy Formulation (Spring: 3)**

*Prerequisite:* NU 820

Course is for doctoral students interested in health services research. Social, economic, and political influences on health policy internationally and nationally are analyzed from a political economy perspective. Students critique and debate a variety of health care reforms to enhance quality, assure access, and improve cost efficiency. The application of nursing research in outcome studies, program evaluation, and needs assessment is explored. Case studies are used to illustrate the social and ethical responsibilities of nurses in the conduct of research. Strategies are designed to promote role development and utilization of the nurse researcher in academic and clinical settings.

*Joyce Pulcini*

**NU 888 Interim Study (Fall/Spring: 0)**

Required for master's candidates who have completed all course requirements, but have not taken comprehensive examinations. Also, for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

*The Department*

**NU 901 Dissertation Advisement (Fall/Spring: 3)**

*Prerequisite:* Doctoral Comprehensives or permission of instructor

This course develops and carries out dissertation research, together with a plan for a specific contribution to clinical nursing knowledge development.

*The Department*

**NU 902 Dissertation Advisement (Spring: 3)**

*Prerequisite:* NU 901 or consent of instructor

This course develops and carries out dissertation research, together with a plan for a specific contribution to clinical nursing knowledge development.

*The Department*

**NU 998 Doctoral Comprehensives (Fall/Spring: 1)**

A 1-credit, tuition-based course for students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculated student for the one or two semesters used to prepare for the Comprehensive. This course is non-graded.

*The Department*

**NU 999 Doctoral Continuation (Fall/Spring: 1)**

A 1-credit, tuition-based course for all students who have been admitted to Ph.D. candidacy. Students are required to register and pay the tuition for Doctoral Continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation. This course is non-graded.

*The Department*

## Graduate School of Social Work

In keeping with the four-century Jesuit tradition of educating students in the service of humanity, Boston College established a Graduate School of Social Work in March 1936. In addition to providing foundation courses for all students, its professional programs afford each the opportunity to concentrate in a social work method: clinical social work or macro/community organization, policy, planning, and administration on the Master's level. Course clusters in practice areas, such as Child Welfare, Occupational Social Work, Health and Medical Care, Forensic Social Work, Gerontology, and Social and Economic Development are also available within the Master's level concentrations. The School also offers a research-oriented Doctoral program that prepares scholars committed to pursue knowledge that will advance the field of social welfare and social work practice.

### Professional Program: Master's Level

The Master's Program is accredited by the Council on Social Work Education and is designed for completion in two full-time academic years of concurrent class and field work. Students may also complete the program on a part-time basis. All degree requirements are to be fulfilled within a period of five-years.

**Off-campus Opportunities:** In addition to Chestnut Hill, a major portion of the part-time component is available at sites in Worcester, Southeastern Massachusetts, and in Portland, Maine. While classes for all students in the final full-time year are conducted on the main campus, field placements can be arranged in the respective geographic areas.

### Social Work Practice

Students are introduced to social work practice through two basic skills courses, SW 762 Basic Skills: Clinical Social Work and SW 800 Basic Skills: Macro Practice. There are also several free-standing practice electives that combine or transcend concentration-specific methods.

- SW 790 Social Work in the Work Place
- SW 798 Human Services in Developing Countries
- SW 799 Independent Study: Practice Sequence
- SW 801 Interprofessional Collaboration
- SW 815 Impact of Psychosocial Issues on Learning
- SW 820 Social Work Response to the AIDS Epidemic
- SW 825 Social Work with Groups
- SW 830 Social Work and Pastoral Ministry
- SW 879 Social Work Practice with Women
- SW 880 Social Work Practice in Child Welfare
- SW 896 Marketing Social Work

### Social Welfare Policy and Services

Courses in the Social Welfare Policy and Services area are designed to give the student knowledge of the various social welfare problems and issues that affect individuals in today's world. Offerings include a foundation course and electives with advanced content.

- SW 701 The Social Welfare System
- SW 802 The Challenge of the Aging Society: Issues and Options
- SW 805 Policy Issues in Family and Children's Services
- SW 807 Social Policy and Services in the Global Context
- SW 808 Legal Aspects of Social Work
- SW 813 Comparative Policy Analysis and Field Experience
- SW 814 Policy and Ethical Issues in Contemporary Health Care
- SW 818 Forensic Issues for Social Workers—Focus: Prison
- SW 819 SWPS Independent Study

### Human Behavior and the Social Environment

Courses in the Human Behavior and Social Environment area are designed to give the student knowledge of the physical, psychological, and social/environmental forces that affect human development. Course offerings are the following:

- SW 721 Human Behavior and the Social Environment
- SW 722 Psychosocial Pathology
- SW 723 Diversity and Cross-Cultural Issues
- SW 724 Social Work Perspectives on Organizations and Communities
- SW 727 Substance Abuse: Alcohol and Other Drugs
- SW 822 The Impact of Traumatic Victimization on Child and Adolescent Development
- SW 833 Social Gerontology
- SW 838 Family and Children's Services: Group Independent Study
- SW 839 HBSE Independent Study

### Social Work Research

Research is viewed as an action-oriented method of social work intervention, building knowledge to improve social work and social welfare services. The curriculum focus is to produce social work practitioners who (1) are concerned and knowledgeable about issues, needs, and service delivery problems of at-risk groups, and (2) are able to design and implement research efforts relevant to social work practice with such groups. Foundation and elective courses include the following:

- SW 747 Research Methods in Social Work Practice
- SW 840 Advanced Quantitative Analysis
- SW 849 Independent Study in Research
- SW 851 Policy Analysis Research for Social Reform

### Field Education

Social Work graduate education requires that students complete two field practica in affiliated agencies/organizations under qualified field instructors. Field placements offer students opportunities to become involved in hands-on experience, to learn agency functions and policy, to become familiar with community resources, to apply theory to practice; and to develop a professional social work identity. Placements are in public and private social agencies, clinics, hospitals, schools and prisons, community, social and health planning agencies, and in selected occupational settings. Field offerings include the following:

- SW 921 Field Education I
- SW 932 Field Education II, CSW
- SW 933-934 Field Education III-IV, CSW
- SW 942 Field Education II, Macro
- SW 943-944 Field Education III-IV, COPPA

### Clinical Social Work

Clinical Social Work is an orderly process of working with individuals, families, and groups to help them in dealing with personal, interpersonal, and environmental difficulties. The process includes an exploration and understanding of the person and the nature of his/her difficulties and the purposeful use of a variety of interventive skills designed to reduce the difficulties and to increase the individual's capacity for adequate social functioning. The curriculum is arranged so that the student acquires basic and advanced skills of clinical social

work and is afforded an opportunity to expand his/her knowledge and skill through the selection of electives that are related to specific aspects of practice. The course offerings are as follows:

- SW 762 Basic Skills in Clinical Social Work
- SW 855 Advanced Clinical Practice with Children and Families: Assessment, Intervention, and Evaluation Research
- SW 856 Advanced Clinical Practice with Adults: Assessment, Intervention, and Evaluation Research
- SW 860 Couples Therapy
- SW 863 Cross-Cultural Social Work Practice
- SW 864 Group Therapy
- SW 865 Family Therapy
- SW 866 Therapeutic Interventions with the Aged
- SW 867 Clinical Social Work Treatment of Children and Adolescents
- SW 868 Integrative Seminar in Clinical Social Work
- SW 869 Clinical Social Work Independent Study
- SW 871 Social Work in an Extreme, Stressful Environment: The Prison
- SW 873 Psychosocial Dimensions of Health and Medical Care Practice
- SW 874 Adult Psychological Trauma: Assessment and Treatment
- SW 876 Time-Effective Therapy
- SW 877 Narrative Therapy
- SW 878 Adolescent Mental Health Treatment

### ***Macro/Community Organization, Planning, Policy, and Administration***

Emphasizing disciplined inquiry, theoretical and skill-based knowledge for practice and commitment to social justice, the concentration prepares students for leadership roles in human services. The program seeks to attract students capable of making important contributions in their professional careers to human services and other social interventions that enhance individual, family, and societal well-being. More particularly, this area of the curriculum is designed to provide students with the knowledge and skills necessary for the following:

- Planning, implementing, and managing human services
- Using participatory strategies that involve individuals, groups, and organizations in planned development processes
- Providing executive leadership that is both creative and practical for private and public human service agencies
- Advancing social policy that enhances the well-being of individuals, families, communities, and society, with special regard for the needs of low-income and otherwise vulnerable populations
- Researching, analyzing, and evaluating policies and programs

Students may choose varied foci within the concentration. These prepare social workers for staff and leadership roles in advocacy, community development, policy development, social planning, and policy analysis, as well as managers committed to social work goals and skilled in techniques of human services administration. By grouping electives, students may also emphasize a field of practice. Course offerings are as follows:

- SW 800 Basic Skills in Macro Practice
- SW 809 Administration of Human Services Programs
- SW 810 Seminar in Administration: Financial Management
- SW 816 Supervision and Staff Management
- SW 882 Socioeconomic Development

- SW 883 Social Planning in the Community
- SW 884 Strategic Planning
- SW 887 Urban Development Planning
- SW 888 Community Organization and Political Strategy
- SW 897 Planning for Health and Mental Health Services
- SW 899 COPPA Independent Study

### **Dual Degree Programs**

The Graduate School of Social Work has instituted three dual degree programs with other graduate units of Boston College. Particulars on each are available from the respective admission offices, and candidates must apply to, and be accepted by, each of the relevant schools independently.

Established in 1980, the M.S.W./M.B.A. Program, in cooperation with the Carroll Graduate School of Management, involves three full-time years—one each in the foundation years of both schools and the third incorporating joint class and field education.

The four-year M.S.W./J.D. Program, inaugurated in 1988 with Boston College Law School, requires a foundation year in each school followed by two years of joint class and field instruction with selected emphasis on such areas as family law and services; child welfare and advocacy; and socio-legal aspects and interventions relating to poverty, homelessness, immigration, etc.

The three-year M.S.W./M.A. (Pastoral Ministry) in conjunction with the Boston College Institute of Religious Education and Pastoral Ministry began in 1989 and consists of a foundation year in each curriculum with a third year of jointly administered class and field instruction. Areas of focus include clinical work in hospitals and prisons, organizational services/administration, and parish social ministry.

In cooperation with the College of Arts and Sciences and the Lynch School of Education, the Graduate School of Social Work has instituted an Accelerated B.A./M.S.W. Program that enables Psychology, Sociology, and Human Development majors to complete the Social Work foundation curriculum during their junior and senior years. Students receive the B.A. at the end of four years, then enroll formally in the Graduate School of Social Work for a final year of study in the M.S.W. Program. For sophomore prerequisites and application information, undergraduates should call the Graduate School of Social Work Director of Admissions at 617-552-4024.

The School also offers an upper-division introductory course that is not applicable to the M.S.W. degree: SW 600 Introduction to Social Work is cross-listed with the departments of Psychology and Sociology in the College of Arts and Sciences.

### **Professional Program: Doctoral Level**

The School offers a research orientated Ph.D. program that prepares scholars committed to pursue knowledge that will advance the field of social welfare and social work practice. Students master a substantive area of scholarship and gain methodological expertise to excel as researchers and teachers in leading academic and social welfare settings throughout the world. Grounded in core values of human dignity and social justice, the program nurtures independence and originality of thought in crafting innovative research and policy agendas for constructive social change.

Research training is at the core of the program. Students acquire expertise in applied social and behavioral science research methodologies that are especially appropriate for investigating critical policy and practice questions. This set of courses emphasizes analytic skills needed

to understand, appraise and advance knowledge in social work. The learning process involves more than classroom instruction. Students are expected to work closely with faculty mentors in their roles as scholars and researchers. Besides required courses, students can select from an array of elective academic courses, independent studies, tutorials, research internships, and teaching labs.

A total of fifty-one (51) credit hours are required to complete the degree: forty-two (42) credits for academic courses and nine (9) credits for the dissertation. Students must also pass a written comprehensive examination and produce a manuscript that is fitting for publication in a peer-reviewed scientific journal. Before beginning research on the dissertation, the student must complete all required courses and pass an oral qualifying examination based upon the publishable paper requirement. Required courses include the following:

- SW 951 Survey of Research Methods in Social and Behavioral Science
- SW 952 Tools for Scholarship in Social and Behavioral Science
- SW 953 Cross Cultural Issues in Social and Behavioral Research
- SW 954 Models for Social Work Intervention Research
- SW 959 Doctoral Publishable Writing Project
- SW 967 Statistical Analyses for Social and Behavioral Research
- SW 968 Multivariate Analysis and Statistical Modeling
- SW 973 Theories and Research in Behavioral Science
- SW 974 Theories and Research in Social Science
- SW 980 History and Philosophy of Social Welfare in the U.S.
- SW 981 Social Policy Formulation, Implementation and Evaluation
- SW 992 Theories and Methods of Teaching in Professional Education
- SW 994 Integrative Seminar for Doctoral Students

### Continuing Education

The Office of Continuing Education is an accredited provider of social work continuing education credits in the Commonwealth of Massachusetts. It sponsors workshops throughout the year which assist licensed social workers in maintaining their skills. Some of the topics recently offered were related to loss and grief, delivering services to children who have been exposed to violence, treatment of substance abuse disorders, and understanding self-mutilative behavior.

In addition to the workshops offered on the Chestnut Hill campus, the Office of Continuing Education organizes the four-day Annual National Conference on Social Work and HIV/AIDS. This major conference, now in its seventeenth year, was founded by Dr. Vincent Lynch, Director of Continuing Education, and continues to be held in a variety of cities throughout the United States. It is a conference that is unique in American social work and continues to draw approximately 500 AIDS-care social workers each year.

### Information

For a more detailed description of course offerings, the applicant should consult the Boston College Graduate School of Social Work Bulletin, which may be obtained by writing to the Director of Admissions, Boston College Graduate School of Social Work, McGuinn Hall, Chestnut Hill, MA 02467.

### Faculty

**June Gary Hopps**, *Professor Emerita*; A.B., Spelman College; M.S.W., Atlanta University; Ph.D., Brandeis University

**Richard A. Mackey**, *Professor Emeritus*; A.B., Merrimack College; M.S.W., D.S.W., Catholic University of America

**Elaine Pinderhughes**, *Professor Emerita*; A.B., Howard University; M.S.W., Columbia University

**Robert L. Castagnola**, *Associate Professor Emeritus*; B.S., M.S.W., Boston College

**Albert F. Hanwell**, *Associate Professor Emeritus*; B.S., M.S.W., Boston College

**Betty Blythe**, *Professor*; B.A., Seattle University; M.S.W., Ph.D., University of Washington

**James Garbarino**, *Professor*; B.A., St. Lawrence University; M.A.T., Ph.D., Cornell University

**Alberto Godenzi**, *Professor and Dean*; M.A., Ph.D., University of Zurich; M.B.A., Open University

**Demetrius S. Iatridis**, *Professor*; A.B., Washington Jefferson College; M.S.W., University of Pittsburgh; Ph.D., Bryn Mawr

**Karen K. Kayser**, *Professor*; B.A., Michigan State University; M.S.W., Ph.D., University of Michigan

**James Lubben**, *Louise McMahon Ahearn Professor*; B.A., Wartburg College; M.S.W., University of Connecticut; M.P.H., D.S.W., University of California, Berkeley

**Anthony N. Maluccio**, *Professor*; B.A., Yale University; M.S., D.S.W., Columbia University

**Pauline Collins**, *Associate Professor*; B.A., University of Michigan-Dearborn; M.A., M.S.W., Ph.D., University of Michigan

**Hugo Kamya**, *Associate Professor*; Dip. Philosophy and Religious Studies, University of Nairobi; M.S.W., Boston College; M.Div., Harvard University; Ph.D., Boston University

**Kevin J. Mahoney**, *Associate Professor*; B.A., St. Louis University; M.S.W., University of Connecticut; Ph.D., University of Wisconsin, Madison

**Kathleen McInnis-Dittrich**, *Associate Professor*; B.A., Marquette University; M.S.W., Tulane University; Ph.D., University of Wisconsin, Madison

**Thomas O'Hare**, *Associate Professor*; B.A., Manhattan College; M.S.W., Ph.D., Rutgers University

**Nancy W. Veeder**, *Associate Professor*; A.B., Smith College; M.S., Simmons College; C.A.S., Smith College; Ph.D., Brandeis University; M.B.A., Boston College

**Leon F. Williams**, *Associate Professor*; B.A., Ohio State University; M.S.W., West Virginia University; Ph.D., Brandeis University

**Paul Kline**, *Adjunct Associate Professor*; B.A., St. Bonaventure University; M.S.W., Ph.D., Boston College

**Richard H. Rowland**, *Adjunct Associate Professor*; B.S., University of Wisconsin; M.S.S.S., Boston University; Ph.D., Brandeis University

**Robbie Tourse**, *Adjunct Associate Professor*; B.A., Spelman College; M.S., Simmons College; Ph.D., Boston College

**Thomas Walsh**, *Adjunct Associate Professor and Associate Dean*; B.A., Boston College; M.S.W., Simmons College; Ph.D., Boston College

**Othelia Lee**, *Assistant Professor*; B.A., Catholic University of Korea; M.S.W., Smith College; Ph.D., Columbia University

**Marcie Pitt-Catsouphes**, *Assistant Professor*; B.A., Tufts University; M.S.W., Boston College; Ph.D., Boston University

## SOCIAL WORK

**Ce Shen**, *Assistant Professor*; B.A., Nanjing Theological Seminary; M.A., Ph.D., Boston College

**Leslie Wind**, *Assistant Professor*; B.A., California State University; M.S.W., University of California at Los Angeles; Ph.D., University of Southern California

**Robin Warsh**, *Lecturer*; B.S., American University; M.S.W., University of Connecticut

### *Undergraduate Course Offerings*

**Note:** Future course offerings and courses offered on a periodic basis are listed at <http://www.bc.edu/courses/>.

**SW 600 Introduction to Social Work (Fall/Spring: 3)**

**Cross Listed with PS 600, SC 378**

**Available to non-M.S.W. graduate students.**

Starting with a discussion of its history and the relevance of values and ethics to its practice, the course takes up the various social work methods of dealing with individuals, groups, and communities and their problems. In addition to a discussion of the theories of human behavior that apply to social work interventions, the course examines the current policies and programs, issues, and trends of the major settings in which social work is practiced.

*The Department*

### *Graduate Course Offerings*

**SW 701 The Social Welfare System (Spring: 3)**

**Prerequisite for all other Policy courses. Required of all M.S.W. students.**

An examination of the history and nature of social welfare and of the ideological, economic, and political context within which social welfare policies and programs are conceived and administered. Models of social welfare are presented and critiqued. The course also reviews Policy Implementation Planning (PIP).

*The Department*

**SW 721 Human Behavior and the Social Environment (Fall: 3)**

**Cross Listed with PS 721**

**Prerequisite for Advanced HBSE and Clinical electives. Required of all M.S.W. students.**

A foundation course emphasizing a systemic perspective in human development and social functioning. Concepts from biology and the behavioral sciences provide the basis for understanding the developmental tasks of individuals, their families, and groups in the context of complex, environmental forces which support or inhibit growth and effective functioning. Attention is given to the variations that occur relative to ethnicity, race, social class, gender and other differences which mediate the interface of these human systems with their environment.

*The Department*

**SW 722 Psychosocial Pathology (Spring/Summer: 3)**

**Prerequisite:** SW 721

**Required of Clinical Social Work students. Elective for others.**

An examination of the etiology and identification of adult mental disorders utilizing the Axis I-V diagnostic format of the DSM IV-TR. Focus is on psychological, genetic, and biochemical theories of mental illness, biopsychosocial stressors in symptom formation, assessment and treatment, cultural determinants in psychopathology, differential diagnosis, and drug therapies.

*The Department*

**SW 723 Diversity and Cross-Cultural Issues (Fall: 3)**

**Cross Listed with BK 493**

**Required of all M.S.W. students.**

The course provides a critical perspective on current issues and problems in American racism, sexism, heterosexism, ablism, and ageism. These issues and problems are studied in the context of the dynamics of social process, historical and anthropological perspectives, and theories of prejudice and social change. Social work's responsibility to contribute to solutions is emphasized. Different models for examining the issues of race, sex, sexual orientation, age and ability are presented.

*The Department*

**SW 724 Social Work Perspectives on Organizations and Communities (Spring/Summer: 3)**

**Prerequisite:** SW 721

**Required of Macro students. Elective for others.**

A seminar designed to provide students with an understanding of the social context in which social work is practiced. The first half of the course focuses on organizations as functioning systems and the influence of the organizational contexts on human behavior. Students are exposed to various organizational theories including systems theory, political theory, structural theory, human relations perspective, and symbolic theory. The second part of the course examines theories of community, with particular emphasis on factors that contribute to the development and maintenance of "healthy communities" that offer resources and supports to diverse populations.

*The Department*

**SW 727 Substance Abuse: Alcohol and Other Drugs (Fall/Spring: 3)**

**Prerequisite:** SW 721

**Required for Occupational Social Work, Forensic Social Work, and Social/Economic Development Field of Practice options. Elective for other students.**

A course providing an overview of alcohol/drug use, abuse and addiction. Issues covered include high risk populations, poly-drug abuse, and families with alcohol-related problems. Several models and theories are examined and integrated with relevant treatment techniques and settings.

*The Department*

**SW 747 Research Methods in Social Work Practice (Spring: 3)**

**Prerequisite for all advanced research courses. Required of M.S.W. students.**

An introduction to elementary research methods and statistical analysis of social work data. The course covers basic methods of social research including principles of research investigation, research design and problem formulation, survey methods, sampling, measurements, and the use of descriptive and inferential statistics for data analysis and hypothesis testing.

*The Department*

**SW 762 Basic Skills in Clinical Social Work (Fall: 3)**

**Corequisite:** SW 921 (academic year)

**Required of all M.S.W. students.**

An overview of interventive approaches emphasizing the multiple roles of a clinical social worker. Emphasis is placed on basic skills of intervention with individuals; families; and groups using the Assessment, Relationship, and Treatment (ART) model. Special attention is given to interviewing skills, data gathering, and psychosocial formulations. Various clinical practice models will be reviewed, including

the strengths perspective, brief treatment, supportive treatment, and cognitive behavioral treatment. Students will learn how to conduct and write a psychosocial assessment.

*The Department*

**SW 790 Social Work in the Work Place (Spring: 3)**

*Prerequisites:* SW 762 and SW 800

**Required for Occupational Social Work Field of Practice option. Elective for other students.**

An examination of the establishment and delivery of social services within the industrial setting. The course explores the various models of service delivery including employee assistance programs, occupational alcoholism, and professional social service programs.

*The Department*

**SW 798 Human Services in Developing Countries (Fall/Summer: 3)**

*Prerequisites:* SW 762 and SW 800

**Elective**

This course examines the role of the social work profession in international social development. It explores the utilization of various professional methods to promote self-sufficiency, social integration, social change, and justice in a developing country. The focus is to learn how social work practice skills (micro and macro) can be indigenized in a developing country. The students take a two-to-three week tour of the country in order to study social problems and learn about the cultural context of delivery of human services in other countries.

*The Department*

**SW 799 Independent Study: Practice Sequence (Fall/Spring: 3)**

*Prerequisites:* SW 762 and SW 800

**Elective for M.S.W. students.**

A course offering the student an opportunity to examine in more depth a subject area that is not included in the school curriculum. The extent of that examination should be equal to the depth that is characteristic of a typical course. The subject must be of significance to the field of social work practice, transcending the distinction between COPPA and clinical social work.

*The Department*

**SW 800 Basic Skills in Macro Practice (Fall: 3)**

*Corequisite:* SW 921 (academic year)

**Required of all M.S.W. students.**

A course designed to introduce students to specific knowledge and skills useful to achieve change in organizational and community settings. These include needs assessment, goal and objective setting in planning, policy analysis, and administration.

*The Department*

**SW 801 Interprofessional Collaboration (Spring: 3)**

*Prerequisites:* SW 762 and SW 800

**Cross Listed with NU 484**

This course will prepare professionals from different disciplines to collaborate in a transdisciplinary fashion for effective services to children-at-risk. Transdisciplinary (or interprofessional) work involves joint planning and delivery of services and at times blending roles as appropriate in the best interests of the identified client with special needs. This elective will define the need for, barriers to, and strategies of successful transdisciplinary collaboration among clinical, educational, and nursing practitioners. Parent perspectives and cultural differences as related to providing or accepting services will be examined.

*The Department*

**SW 802 The Challenge of the Aging Society: Issues and Options (Spring: 3)**

*Prerequisite:* SW 701

**Required for Gerontology Field of Practice option. Elective for other students.**

A seminar designed to help students develop their understanding of the major policy issues relative to the aged in American society. Areas discussed include income maintenance, social security, health care, long-term care, social services, housing, and special concerns of minority aged. A second course goal is to aid students in the development of an understanding of the theoretical/research perspectives with application to questions of policy and aging. The major objective of the course is for students to link theory and policy and thereby develop means of exploring order and change in American policy toward aging and the aged.

*The Department*

**SW 805 Policy Issues in Family and Children's Services (Spring: 3)**

*Prerequisite:* SW 701

**Required for Child Welfare Field of Practice option. Elective for other students.**

A critical examination of alternatives in evaluating, formulating, and implementing policies and programs in the area of family and children's services through the analysis of specific issues in this field of practice. Students select the issues to be considered during the first class session. The scope of these issues includes: foster care, group care, adoption, protective services to battered and neglected children and the elderly, services to delinquents, aging, family and child advocacy, divorce custody issues, health care, and HIV/AIDS.

*The Department*

**SW 807 Social Policies and Services in the Global Context (Spring: 3)**

*Prerequisite:* SW 701

**Elective**

An advanced course designed to focus on basic social policy practice issues of development. In the context of social justice and equality, it provides an international social policy perspective on the following: social work practice in selected less developed and developing countries and selected crucial social policy practice issues such as hunger, poverty, and powerlessness.

*The Department*

**SW 808 Legal Aspects of Social Work (Spring: 3)**

*Prerequisite:* SW 701

**Elective**

An examination of various areas of the law and legal implications of interest to social workers. The course provides a useful study of the framework of the American legal system, the process of litigation, and the constitutional principles of due process and equal protection. The seminar explores the interaction between social workers and lawyers by placing real life social work problems in a legal context. The format is designed to engage students in critical legal thinking and explore the relationship between social policy and the development of the law.

*The Department*

**SW 809 Administration of Human Services Programs (Fall/Spring: 3)**

*Prerequisite:* SW 800

*Corequisite:* SW 942 or SW 943

**Required of Macro students.**

A course providing an understanding of the context and skills needed by administrators to design, implement, and manage programs

successfully in community agencies and other human service settings. Topics include leadership, program development, resource and staff management, intra-agency and community relations, and monitoring of client flows and program outcomes.

*The Department*

**SW 810 Seminar in Administration: Financial Management (Spring: 3)**

*Prerequisite:* SW 800

**Elective**

An examination of theory and practice of financial management of human services in private, not-for-profit, and public organizations. The course emphasizes skill development in the accounting essentials for administrators, budgeting, spread sheets, time analysis and service statistics development, grant seeking, contracting, and the political aspects of financial management.

*The Department*

**SW 813 Comparative Policy Analysis and Field Experience (Fall/Spring: 3)**

*Prerequisite:* SW 701 or permission of the instructor

**Elective for both master's and doctoral level**

This seminar provides an introduction to Social Policy Planning in socialist systems through a comparison of market and non-market approaches to the development and the delivery of human services. A 15-day field work experience (in Cuba or Greece) is part of the course. The course compares the ways in which capitalist and socialist approaches promote socioeconomic development for the well-being and protection of the population from unemployment, income insecurity, illness, discrimination, social injustice, and inequality. The course is open to all Boston College students and professionals in the greater Boston area.

*The Department*

**SW 814 Policy and Ethical Issues in Contemporary Health Care (Spring: 3)**

*Prerequisite:* SW 701

**Required for Health and Medical Care Field of Practice option. Elective for other students.**

A seminar engaging students in reflective consideration of the moral problems and practice situations which confront social workers in health care settings. These include social, financial, and research perspectives. In addition to field experience, interviews with health care professionals and careful analysis of the literature provide the base for class discussion and presentations.

*The Department*

**SW 815 Impact of Psychosocial Issues on Learning (Summer: 3)**

*Prerequisites:* SW 762 and SW 800

**Cross Listed with PY 633 and ED 633**

**Elective**

A course examining psychological and social issues that affect learning of children and adolescents in public schools. It focuses on collaboration between social service professionals and educators, with emphasis on prevention strategies.

*The Department*

**SW 816 Supervision and Staff Management (Fall: 3)**

*Prerequisites:* SW 721, SW 762, and SW 800

**Elective**

A seminar addressing the organizational context within which supervision/management occurs; personal and organizational factors in

leadership and employment motivation; different models and techniques of supervision/management and how these interact; and staff planning/recruitment, development, and evaluation.

*The Department*

**SW 818 Forensic Issues for Social Workers—Focus: Prison (Spring: 3)**

*Prerequisite:* SW 701

**Required for Forensic Social Work Field of Practice option. Elective for other students.**

A course examining the constitutional, statutory, and court decisions that allow prisoners access to mental health treatment. Issues such as involuntary treatment, mental illness and dangerousness, criminal responsibility, and confidentiality and its limits are addressed. Other areas examined include the institutional classification process, parole requirements, capital punishment, and political prisoners.

*The Department*

**SW 819 SWPS Independent Study (Fall/Spring: 3)**

*Prerequisite:* SW 701

**Elective**

An opportunity to pursue in more depth either of the two Social Welfare Policy Sequence goals: (1) examination of the social, political, ideological, and economic context within which social welfare policies and programs are conceived and administered to meet social objectives and need or (2) examination of alternatives in evaluating, formulating, and implementing social welfare policies and programs through an in-depth analysis of specific social welfare issues and their consequences upon human and social behavior as well as national priorities.

*The Department*

**SW 820 Social Work Response to the AIDS Epidemic (Spring: 3)**

*Prerequisite:* SW 721

**Required for Health and Medical Care Field of Practice option. Elective for others.**

An advanced course focusing on the following: the unique biopsychosocial issues in HIV-AIDS, service delivery issues facing social work agencies because of the epidemic, and policy issues and their implications for service delivery. These three dimensions are considered in relation to the major populations at risk of HIV infection (which potentially includes everyone). Preventive, educational, coping, and service requirements for an adequate response to the epidemic are the major emphases.

*The Department*

**SW 822 The Impact of Traumatic Victimization on Child and Adolescent Development (Spring: 3)**

*Prerequisites:* SW 721 and SW 762

**Required for Child Welfare Field of Practice option. Elective for others.**

An advanced seminar addressing psychological, sociological, legal, and ecological aspects of family violence in its varied forms, especially in the sexual, physical, and psychological abuse of children and adolescents. Theories of and research on intrafamilial and extrafamilial abuse are discussed. Counter-transference phenomena are identified and alternate forms of treatment are explored.

*The Department*

**SW 825 Social Work With Groups (Fall/Spring: 3)**

*Prerequisites:* SW 762 and SW 800

**Fulfills requirement for advanced group content.**

A course incorporating both micro and macro elements in focusing on social worker analysis of group development, worker member

interactions, and interventions in the helping process. Emphasis is placed on understanding and learning new skills and theories that build on and integrate foundation teachings in social welfare policy, human behavior and the social environment, research, and social work practice.  
*The Department*

**SW 830 Social Work and Pastoral Ministry (Fall: 3)**

*Prerequisites:* SW 762 and SW 800

**Cross Listed with TH 838**

**Required for students in Dual M.S.W./M.A., and open to other graduate students as an elective.**

A course developing interdisciplinary modes of analysis to reflect systematically and critically the role of social workers and pastoral ministers in building a just and caring society, in relationship to foundational values drawn from professional codes of ethics as well as from the traditions of religion and civil society. The course will include topics such as: historical perspectives on religion and social services in the United States, religious communities as change agents in society, the nature of religious and social work identity, the role of religion in a pluralistic and multicultural society, and social work as a vocational calling.

*The Department*

**SW 833 Social Gerontology (Fall: 3)**

*Prerequisite:* SW 721

**Required for Gerontology Field of Practice option. Elective for other students.**

An advanced course on the normal aging process, the developmental tasks of the aged, and theories of aging. The goal is to create a holistic understanding of the aging process by examining the cultural, economic, physical, environmental, social, and psychological influences on old age. Included is the role of the family in providing care to elders.

*The Department*

**SW 838 Family and Children's Services: Group Independent Study (Fall/Spring: 3)**

*Prerequisite:* SW 722 or SW 724

**Elective**

An opportunity to engage in an in-depth examination of a topic of special interest to the student(s) in the general area of Family and Children's Services. Emphasis will be on the issues of human behavior and the social environment and/or social work services with and for children and families that are economically deprived. Potential topics include family preservation, family reunification, foster family care, day care, residential treatment, and adoption.

*The Department*

**SW 839 HBSE Independent Study (Fall/Spring: 3)**

*Prerequisite:* SW 722 or SW 724

**Elective**

An opportunity to pursue an in-depth study of some aspect of human behavior theory or knowledge. The study must be designed so that it contributes to the student's understanding of the individual, group, organizational, institutional, or cultural context within which human behavior is expressed and by which it is significantly influenced. The area of investigation must be of clear significance to the contemporary practice of social work. Any student who has successfully completed the foundation course in Human Behavior and the Social Environment is eligible to pursue independent study.

*The Department*

**SW 840 Advanced Quantitative Analysis (Fall: 3)**

*Prerequisite:* SW 747

**Elective**

A seminar providing an in-depth examination of multivariate analysis procedures. The course stresses the integration of theory and quantitative analysis skills and is structured in sections: (1) an introduction to large-scale survey data analyses, (2) bivariate and multivariate contingency table analyses, (3) bivariate and multivariate analysis techniques based on least squares estimation, and (4) discussion of advanced multivariate analysis strategies including logistic regression.

*The Department*

**SW 849 Independent Study in Research (Fall/Spring: 3)**

*Prerequisite:* SW 747

**Elective**

An opportunity for students to engage in specifically focused work in one of two areas: the formulation, design, and implementation of an empirical study of the type not possible to operationalize within other course practicum opportunities available; or the in-depth study in a particular research methods area about which no graduate level courses exist within the University.

*The Department*

**SW 851 Policy Analysis Research for Social Reform (Spring: 3)**

*Prerequisite:* SW 747

**Elective**

A seminar preparing students for practice-oriented policy analysis research roles. It offers advanced research content of particular use to administrators, planners, advocates, and others interested in participating in policy analysis and development efforts, particularly those related to vulnerable populations. It provides knowledge of and opportunity to apply the following: (1) the logic of inquiry into social policy issues, (2) policy analysis research methods (e.g., population projections, input-output analysis, cost-effectiveness analysis), and (3) writing skills and quantitative reasoning necessary to use data and policy research methods creatively in making effective policy arguments.

*The Department*

**SW 855 Advanced Clinical Practice with Children and Families: Assessment, Intervention, and Evaluation Research (Fall: 3)**

*Prerequisite:* SW 762

*Corequisite:* SW 933

**Required of Clinical Social Work students**

An advanced clinical course intended to prepare students for effective practice with children, adolescents, and families. Building on First Year foundation content, the course provides a comprehensive review of child and family development, reviews major theories and research literature concerning the evaluation and treatment of children and families, and examines how clinical social workers may effectively promote successful development and the acquisition of psychosocial competence by children and adolescents. Course topics include early intervention and prevention with children at risk, family conflict and divorce, community violence, and poverty.

*The Department*

### **SW 856 Advanced Clinical Practice with Adults: Assessment, Intervention, and Evaluation Research (Fall/Spring: 3)**

*Prerequisite:* SW 762

*Corequisite:* SW 932 or SW 933

#### **Required of Clinical Social Work students.**

An advanced course focusing on effective interventions with common adult psychosocial disorders. Intervention methods, drawn from current practice evaluation literature, encompass a contemporary eclectic model incorporating cognitive-behavioral, psychodynamic and other relational thinking, practice wisdom, and empirical evidence in determining the most suitable intervention. Special attention is given to recognition of individual and demographic factors influencing clients, as well as their expectations and input concerning the selective invention. Class discussion draws on students' reading and field experience. Through the use of case studies the course addresses strategies for practice evaluation.

*The Department*

### **SW 860 Couples Therapy (Spring: 3)**

*Prerequisite:* SW 762 or permission of instructor

#### **Elective**

An advanced course examining and analyzing theories, research, and interventions with couples. Therapy approaches using such theories as object relations, cognitive, social learning, and constructivism are critically evaluated. Research on their empirical bases is examined. Emphases include working with couples from diverse cultural backgrounds, practice with same-sex couples, a feminist perspective of couples therapy, ethical issues, work with domestic violence, and parent education. Specific methods such as sex therapy and divorce therapy are explored. Tapes of live interviews and role plays enable students to put couples therapy theory and skills into practice.

*The Department*

### **SW 863 Cross-Cultural Social Work Practice (Spring: 3)**

*Prerequisite:* SW 723

#### **Elective**

A course examining effective intervention with persons of diverse cultural backgrounds. Special attention is given to the need for practitioners to have an approach that supports and enhances the culture and ethnic identity of the client. Using the transactional nature of culture and the dynamics of power as contextual factors shaping people's realities and, consequently, the values and behavioral adaptations they develop, the course focuses on the helping relationship and issues in evaluation and intervention.

*The Department*

### **SW 864 Group Therapy (Fall/Spring: 3)**

*Prerequisite:* SW 762

#### **Elective**

#### **Fulfills CSW requirement for advanced group content.**

An examination in greater depth of the concepts about social work with groups introduced in foundation courses. Specific applications of these concepts to practice are made.

*The Department*

### **SW 865 Family Therapy (Fall/Spring: 3)**

*Prerequisites:* SW 722, SW 762, or permission of instructor

#### **Elective**

An advanced clinical elective focusing primarily on in-depth analysis of theories, research, and strategies for change relative to families. Family therapy theories are critically evaluated. Emphases include adaptation of family therapy to diverse cultural contexts, influence of gender on practice, and ethical issues in working with families. Issues of blended families, families coping with chronic illness and working with couples within a family context and families with substance abuse are explored. Integration of research, tapes of live interviews, and role plays enable students to put the most relevant therapy and skills into practice.

*The Department*

### **SW 866 Therapeutic Interventions with the Aged (Spring: 3)**

*Prerequisite:* SW 762 or SW 800

#### **Required for Gerontology Field of Practice option. Elective for others.**

Therapeutic interventions with aged persons require the integration of biopsychosocial knowledge in gerontology into direct practice with aged individuals, couples, families, groups, self-help groups, and systems. Skill development and techniques in working with the aged and their environment are the focus of this course, as well as the special problems of elderly widows, minorities, residents in institutions, those with sensory deficits, and those requiring protective services. Methodology includes lectures, readings, case discussions, role playing, and films.

*The Department*

### **SW 867 Clinical Social Work Treatment of Children and Adolescents (Spring: 3)**

*Prerequisites:* SW 722 and SW 762

#### **Elective**

A comparative analysis of different approaches to treatment of children. Attention is given to similarities and differences in work with children and adults, especially in relation to assessment, communication, relationship, and play. Assessment and treatment of children and adolescents with various problems and pathology are included.

*The Department*

### **SW 868 Integrative Seminar in Clinical Social Work (Spring: 3)**

*Prerequisites:* SW 762, SW 855, and SW 856

*Corequisite:* SW 934

#### **Required of Clinical Social Work students.**

A course designed to help students develop and formulate an integrated model for understanding social work practice, policy, ethical, and research dimensions using selected social problem areas. It will build on knowledge, skills, and values acquired in the first year curriculum to assist the students in conceptualizing their approaches to practice and to integrate more fully knowledge of human behavior, social systems, and the clinical social work process. Attention will be paid to issues of cultural difference/diversity and spirituality.

*The Department*

### **SW 869 Clinical Social Work Independent Study (Fall/Spring: 3)**

*Prerequisite:* SW 762

#### **Elective**

An opportunity for those in the Clinical Social Work concentration to investigate in-depth one aspect of social work practice. The area of investigation must be of clear significance to contemporary clinical social

work practice with individuals, families, or groups. Any clinical social work student may submit (in the prior semester) a proposal for independent study in the fall and/or spring semester of his/her final year.  
*The Department*

**SW 871 Social Work in an Extreme Stressful Environment: The Prison (Fall: 3)**

*Prerequisites:* SW 722 and SW 762

**Required for Forensic Social Work Field of Practice option. Elective for others.**

A course focusing on the historical development of institutional custody of the public offender and the treatment of prisoners exhibiting a wide range of emotional disorders. Complicating factors, such as substance abuse, paranoia, and danger to self and others, are addressed. Psychopharmacological treatment and case management are also examined.

*The Department*

**SW 873 Psychosocial Dimensions of Health and Medical Care Practice (Fall: 3)**

*Prerequisite:* SW 762

**Required for Health and Medical Care Field of Practice option. Elective for other students.**

An examination of psychological and social stress on individuals and families who are confronted with a physical illness, trauma, or handicap. Themes include the common psychological reactions of people to medical treatment, the effect on social functioning or rehabilitative and habilitative processes and of the health care system itself, the medical team's respective roles and value orientation and their impact on the patient and his/her family; and issues of loss and death. Special attention is given to health care settings vis-à-vis those of traditional agencies and to methods appropriate to interdisciplinary practice.

*The Department*

**SW 874 Adult Psychological Trauma: Assessment and Treatment (Spring: 3)**

*Prerequisites:* SW 721 and SW 762

**Elective**

An advanced clinical course focusing on adults exposed to acute or chronic psychological trauma. Theoretical constructs stress an interactive approach: person, environment, and situation. Emphasis is on the interconnections of intrapsychic, interpersonal, cognitive, and behavioral sequelae to catastrophic life events, with attention to socioeconomic and cultural factors which influence an individual's differential response to trauma. Various methods are evaluated with the goal of multi-model treatment integration. Clinical presentations on specialized populations (e.g., combat veterans, victims of abusive violence, traumatic loss, disasters, people with AIDS, and the homeless) are used to integrate theory, research designs and strategies, and practice skills.

*The Department*

**SW 876 Time-Effective Therapy (Spring: 3)**

*Prerequisite:* SW 762

**Elective**

An advanced clinical course focusing on time-effective assessment and treatment of clients: individuals, families, and groups. Primary concepts include the paradigm shift from problem to possibility, the role of an active intentional clinician, and the careful use of language. Emphasis is given to the evaluation interview as key to the process, which involves building rapport, reframing presentations, identifying a goal, and agree-

ing on a contract. The course examines pivotal elements in the design of treatment strategies, especially task setting; explores various time-effective models, e.g., intermittent therapy; provides experiential exercises; and links concepts and skills to home-based services.

*The Department*

**SW 877 Narrative Therapy (Spring: 3)**

*Prerequisites:* SW 722 and SW 762

**Elective**

This elective course focuses on narrative practice skills that are based on a belief in the power of the specific language or languages used and the value of multiple perspectives in reaching preferred outcomes and maintaining relationships. The course will examine models, research and conceptual underpinnings of narrative therapy. Using experiential methods and exercises, participants will practice skills that promote collaboration, openness, accountability, respect for power of community and the belief in client competence. Special issues will include cultural diversity, illness, disability, spirituality, abuse, eating disorders, the elderly, families and children, groups, organizations, and larger systems.

*The Department*

**SW 878 Adolescent Mental Health Treatment (Spring: 3)**

*Prerequisite:* SW 762

**Elective**

A course designed to provide a core body of knowledge about the developmental and psychosocial dynamics of adolescence, problems experienced by adolescents, and significant issues related to the treatment of troubled, disadvantaged youth. Emphasis is on enhancing students' ability to evaluate adolescents and their families in relation to developmental needs, family dynamics, and social factors impacting on a given issue and on designing interventions based on psychodynamic, cognitive, and behavioral approaches.

*The Department*

**SW 879 Social Work Practice with Women (Spring: 3)**

*Prerequisite:* SW 721

**Elective**

A course examining psychological and sociological approaches to the study of women and the application of these theories to social work practice. Because women often do not fit the existing models of human growth and development, the course focuses on models that have been based on and developed for women, and critically analyzes the related empirical research. Special practice issues covered include women and mental health, domestic violence, the feminization of poverty, women of color, motherhood, women and aging, and community organizing with women.

*The Department*

**SW 880 Social Work Practice in Child Welfare (Spring: 3)**

*Prerequisite:* SW 762 or SW 800

**Required for Child Welfare Field of Practice option. Elective for other students.**

A course with a dual focus on macro and micro interventions that promote healthy child development and effective parenting. Emphasized are the knowledge and skills practitioners need for decision making in situations of abuse and neglect, keeping families together, and minimizing length of placements and trauma in cases of parent-child separation. Topics include development and attachment issues for children and parents, work in the courts, sexual abuse, adoption, teenage pregnancy, and service to troubled adolescents/families.

Attention is given to administering monitoring systems and mobilizing community support networks, both to help individual families and to change and implement policy.

*The Department*

### **SW 882 Socioeconomic Development (Fall: 3)**

*Prerequisites:* SW 724 and SW 800

**Elective**

This course introduces students to theories, values and skills of socioeconomic development (SED) of large-scale social systems, including organizations, communities and institutions. In the context of social justice, socioeconomic development aims to improve the social and material well being of people by promoting investments in human capital including mutuality, self-determination, active citizenship, social skills and stability as well as investing in physical capital, including financial assets and increased labor force participation and productivity.

*The Department*

### **SW 883 Social Planning in the Community (Fall: 3)**

*Prerequisite:* SW 800

*Corequisite:* SW 943

**Required of Macro students.**

An examination of the theory and context of social planning for human services in community settings. The course (1) emphasizes how theories of planning and social change inform planning and (2) explores the planning context including linkages among service systems within communities; policy linkages; social, political, and economic constraints; and the locational aspects of planning human services.

*The Department*

### **SW 884 Strategic Planning (Spring: 3)**

*Prerequisite:* SW 762 or SW 800

**Elective**

An exploration of a method used by organizations to develop in a systematic way long-range objectives and programs of action in order to take advantage of opportunities and to avoid threats. The purpose of the course is to provide a conceptual understanding of planning within an organizational environment and to develop an understanding of strategic planning techniques and methods. Focus is on not-for-profit organizations in general and the human service organizations in particular. Case studies and assignments will be used to reinforce class discussion.

*The Department*

### **SW 887 Urban Development Planning (Spring: 3)**

*Prerequisite:* SW 800 or permission of chairperson

*Corequisite:* SW 944

**Required of Macro students. Elective for others.**

This seminar addresses the macro goal of socioeconomic development interventions in neighborhoods and larger communities. Building on foundation courses and the Boston Day experience (a joint GSSW/Boston Redevelopment Authority project), it focuses on affordable housing linking the physical and social aspects of Boston's neighborhood problems. The course combines socioeconomic and physical aspects of planning with an aim towards increasing the participation and empowerment of neighborhood groups, applying the techniques of city planning in addressing issues such as housing, space and amenities, scarcity, lack of transportation, and environmental intrusions.

*The Department*

### **SW 888 Community Organization and Political Strategy (Spring: 3)**

*Prerequisite:* SW 800 or permission of chairperson

**Elective**

An examination of community organization and political strategies for mobilizing support for human services and other interventions that enhance social well-being, especially that of vulnerable populations. The course emphasizes skill development in strategies of community organization and policy change, including neighborhood organizing, committee staffing, lobbying, agenda setting, use of media, and points of intervention in bureaucratic rule making.

*The Department*

### **SW 896 Marketing Social Work (Spring: 3)**

*Prerequisite:* SW 762 or SW 800

**Elective**

This elective practice course for both COPPA and Clinical students focuses on developing social work marketing and communication skills. Hands-on marketing projects in the field will be offered to meet student and organization interests. Opportunities to engage in different marketing projects in the field will enable students to acquire a wide range of marketing skills, such as segmenting, targeting, niching, and analyzing the competition. These skills will enable students to assume leadership in future marketing projects. In short, students will become more marketable in the social work job market.

*The Department*

### **SW 897 Planning for Health and Mental Health Services (Fall: 3)**

*Prerequisite:* SW 762 or SW 800

**Elective**

An analysis of historical perspectives, institutional structures, and service roles as they influence the design, delivery and coordination of health and mental health services. Models of planning these services are explored along with strategic planning and writing grant proposals. Key issues for seminar discussion include costs and financing of services, accountability, racism, women's services, health and mental health and the law, and the role of social work in the health and mental health system.

*The Department*

### **SW 899 COPPA Independent Study (Fall/Spring: 3)**

*Prerequisite:* SW 800

**Elective**

An opportunity for COPPA students to investigate in-depth one aspect of social work practice with groups or communities. In addition to being of interest to the individual student, the area of investigation must be of substantive import to the field and of clear significance to contemporary community organization and social planning practice. Any student who has successfully completed the first year program of COPPA studies is eligible to pursue an independent study in the fall and/or spring semester of the second year.

*The Department*

### **SW 921 Field Education I (Fall: 4)**

*Corequisites:* SW 762 and SW 800 (Academic Year)

**Required of all students.**

Supervised learning and practice in the development of a generalist approach focusing on professional values, ethics, and micro and macro interventions based on theories of human behavior and the social environment. Two days per week in the first semester.

*The Department*

**SW 929 Field Continuation (Fall/Spring: 0)***Prerequisite:* Department permission*The Department***SW 932 Field Education II-CSW (Spring: 4)***Prerequisite:* SW 921 and SW 762 (academic year)*Corequisite:* SW 856**Required of Clinical Social Work students.**

Supervised learning and practice in the provision of individual, family, and group interventions with clients in a wide range of clinical settings. Two days per week in second semester.

*The Department***SW 933 Field Education III-CSW (Fall: 4)***Prerequisite:* SW 932*Corequisite:* SW 855 and SW 856**Required of Clinical Social Work students.**

Advanced learning and practice under the instruction of a qualified supervisor in a setting related to the student's major area of clinical interest. Three days per week in the third semester.

*The Department***SW 934 Field Education IV-CSW (Spring: 4)***Prerequisite:* SW 933*Corequisite:* SW 868**Required of Clinical Social Work students.**

Advanced learning and practice under the instruction of a qualified supervisor in a setting related to the student's major area of clinical interest. Three days per week in the fourth semester.

*The Department***SW 939 Field Continuation-CSW (Fall/Spring: 0)***Prerequisite:* Department permission*The Department***SW 942 Field Education II-Macro (Spring: 3)***Prerequisite:* SW 921*Corequisite:* SW 800 (academic year)**Required of Macro students.**

Supervised learning and practice in the development of change-oriented knowledge and skill. Through the staffing of task groups focused on community or administrative problem-solving, students learn about structure, function, and dynamics common to intra-organizational and community environments.

*The Department***SW 943 Field Education III COPPA (Fall: 3)***Prerequisite:* SW 942*Corequisites:* SW 809 and SW 883**Required of COPPA students.**

Advanced learning and practice which emphasizes knowledge and skill in community organization, planning, policy, and/or administration. Each student is responsible for leading at least one major project and submitting a written final report. Three days per week in the third semester.

*The Department***SW 944 Field Education IV COPPA (Spring: 4)***Prerequisite:* SW 943*Corequisite:* SW 887**Required of COPPA students.**

Advanced learning and practice which emphasizes knowledge and skill in community organization, planning, policy, and/or admin-

istration. Each student is responsible for leading at least one major project and submitting a written final report. Three days per week in the fourth semester.

*The Department***SW 949 Field Continuation-Macro (Fall/Spring: 0)***Prerequisite:* Department permission*The Department***SW 951 Survey of Research Methods in Social and Behavioral Science (Fall: 3)**

The course surveys research methods in the social and behavioral sciences including theoretical and conceptual approaches to research problem formulation; research design, including experimental, comparative, and survey; sampling; statistical methods; methods of observation and common techniques of data analysis. The course provides a framework for evaluating social science research codifying methods for gathering scientific evidence, explicating criteria by which to evaluate scientific evidence, and developing techniques for evaluating scientific evidence in the published literature. These tools will be applied to a group of case examples of research in social and behavioral science.

*The Department***SW 952 Tools for Scholarship in Social and Behavioral Sciences (Fall: 2)**

This course provides an overview of the wide array of technical supports for scholarship in the social and behavioral sciences. Topics include virus protection and data security, email management, information technology, e-learning, word processing packages, statistical packages, powerful conference presentations, virtual data resources, etc.,

*The Department***SW 953 Cross-Cultural Issues/Social and Behavioral Research (Fall: 3)**

This course explores how the increasing diversity of America presents both challenges and opportunities to social and behavioral researchers. The course explores current scholarship relevant to age, gender, immigration, race-ethnicity, and social class. It examines these concepts as processes that impact on multiple levels of social and behavioral functioning. The multicultural concepts are analyzed in relation to their theoretical and empirical base with the purpose of identifying social and behavioral research methods that are both cross-culturally sensitive and consequential.

*The Department***SW 954 Models of Social Work Intervention Research (Spring: 3)**

The major emphasis of this course is on research methods that seek to design, test, evaluate, and disseminate innovative social work intervention technologies. The course scrutinizes social and behavioral theories for how they can be tested in practice settings and how research designs generally need to be tailored to accommodate practice environments. The course addresses special issues related to data collection for practice settings including human subjects protection, confidentiality, and the development of valid and reliable measurement tools.

*The Department***SW 959 Doctoral Publishable Paper Writing Project (Fall/Spring: 0)**

Individualized writing project for doctoral students to develop a publishable manuscript under faculty supervision, enabling the student to integrate and apply analytic research skills developed in prior courses. The paper must demonstrate the student's mastery of a behavioral

or social science theory and related methods of scientific inquiry. The paper will be evaluated by a three-member committee appointed by the chair of the doctoral committee.

*The Department*

**SW 964 Fundamental Probability Theory and Statistical Techniques (Fall: 3)**

Introduction to descriptive statistics and fundamentals of statistical inference. Topics include data summarization and presentation; measures of central tendency and variability; measures of relationship; probability, sampling, and sampling error; and an introduction to hypothesis testing.

*The Department*

**SW 967 Statistical Analysis for Social Work Research (Spring: 3)**

*Prerequisites:* SW 966 and 964 or its equivalent

**Required of all Doctoral students.**

Solid and comprehensive training in regression-based methods for analyzing quantitative social and behavioral science data. The topics include tests of means and proportions, partial and part correlations, OLS linear regression analysis, analysis of covariance, discriminant analysis, and logistic regression analysis. Related topics include an introduction to matrix algebra, introduction to multivariate normal distribution, major regression diagnostics, and missing value analysis.

*The Department*

**SW 968 Multivariate Analysis and Statistical Modeling (Fall: 3)**

*Prerequisites:* SW 966 and SW 967

**Required of all doctoral students.**

Designed for students with a solid background in multiple regression analysis. Topics include path analysis, exploratory and confirmatory factor analysis, and latent variable structural equation models. Course also cover topics of GLM (general linear model) multivariate analysis, GLM repeated measures, and an introduction to hierarchical linear modeling (HLM).

*The Department*

**SW 973 Theories and Research in Behavioral Sciences (Fall: 3)**

This seminar considers the application of behavioral science to social work theory and practice. The course addresses the major psychosocial concepts and theories that have significant impact upon the practice and research engaged in by social workers. Properties of behavioral science theories are examined in relation to their role in informing evidence-based practices and generating practice-relevant research. Students gain skills needed to critically examine research relevant to human development and behavior change theories in order to make critical judgments about the quality of related evidence.

*The Department*

**SW 980 History and Philosophy of Social Welfare in U.S. (Spring: 3)**

This course surveys the history of social welfare institutions and social work practice in the United States. It reviews efforts to conceptualize the field of social welfare and to analyze its tendencies. The course examines applicable social and behavioral theories and pertinent research of the different components of the social welfare system. Social welfare policies and organizational forms are examined within context of economic, political, social, philosophical, and scientific climate of the period.

*The Department*

**SW 981 Social Policy Formulation, Implementation, and Evaluation (Spring: 3)**

This course examines the development, formulation, adoption, implementation, and evaluation of U.S. social welfare policies. It emphasizes analysis of social policy issues and building of conceptual frameworks for analysis. In addition, the course examines issues associated with implementing and evaluating of social policies, particularly those pertaining to provision, organization, and delivery of health and social services, including auspices funding, distribution, criteria for effectiveness, and use of quantitative methods in policy analysis. Material is covered through case analyses of recent reform efforts in the area of health care and social welfare.

*The Department*

**SW 990 Doctoral Independent Study (Fall/Spring: 3)**

**Elective for doctoral students.**

Individualized study for a student or small groups of students in an area that is not fully covered in existing courses. Specific guidelines available from Doctoral Program chairperson.

*The Department*

**SW 991 Doctoral Teaching Practicum (Fall/Spring: 3)**

*Prerequisite:* M.S.W. degree

**Elective for doctoral students.**

Experience in the teaching of practice theory and skills, such as classroom instruction, consultation, supervision, or staff development with a faculty mentor from the Graduate School of Social Work who will assist the student with skill development in teaching and with the understanding of theory related to teaching. Specific guidelines available from the Doctoral Program chairperson.

*The Department*

**SW 992 Theories and Methods of Teaching in Professional Education (Spring: 3)**

Effective teaching in social work education requires an understanding of the components of curriculum building and professional practice skills required by the Council on Social Work Education. Based on a strong theoretical base in the principles of adult learning, this course is designed to introduce the student to the theory and methods of professional social work education with a concentrated focus on course design and classroom execution. A broad range of specific teaching techniques are presented along with the means by which to evaluate student performance and learning.

*The Department*

**SW 993 Doctoral Research Internship (Fall/Spring: 3)**

*Prerequisite:* M.S.W. degree

**Elective for doctoral students.**

Supervised study and training through participation in on-going research project or one initiated by students and carried out under faculty supervision, enabling students to apply research skills developed in prior courses.

*The Department*

**SW 994 Integrative Seminar for Doctoral Students (Fall: 1)**

The purpose of this seminar is to further develop research skills by integrating issues of research design with measurement, data analysis, and report writing with the goal of preparing students for their own dissertation research by directly addressing issues related to the development of a dissertation prospectus.

*The Department*

**SW 995 Dissertation Direction I (Fall/Spring: 3)**

*Prerequisite:* SW 998

**Required for all doctoral students.**

First of three tutorials in the 9-credit dissertation phase of the program. Specific guidelines available from the Doctoral Program chairperson.

*The Department*

**SW 996 Dissertation Direction II (Fall/Spring: 3)**

*Prerequisite:* SW 995

**Required of all doctoral students.**

Second of three tutorials in the 9-credit directed dissertation phase of the program. Specific guidelines available from the Doctoral Program chairperson.

*The Department*

**SW 997 Dissertation Direction III (Fall/Spring: 3)**

*Prerequisite:* SW 996

**Required of all doctoral students.**

Last of three tutorials comprising the 9-credit directed dissertation phase of the program. Specific guidelines available from Doctoral Program chairperson.

*The Department*

**SW 998 Qualifying Exam Study (Fall/Spring: 1)**

*Prerequisite:* Completion of core courses

**Required of all doctoral students.**

A 1-credit, tuition-based course for students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculated student for the one or two semesters used to prepare for the Comprehensive. This course is non-graded.

*The Department*

**SW 999 Doctoral Continuation (Fall/Spring: 1)**

*Prerequisite:* SW 997

A 1-credit, tuition-based course for all students whose dissertation is incomplete at the conclusion of SW 997 Dissertation Direction III. This course is non-graded. Guidelines are available from the Doctoral Program chairperson.

*The Department*

## James A. Woods, S.J., College of Advancing Studies

Unparalleled challenges confront the twenty-first century—the exponential growth of information technology; a rapidly changing labor market; alarming patterns of civic disengagement; increased skepticism of major social institutions; and an intensive, global, and highly competitive economy.

Developing leaders who can address these challenges with knowledge, skill, and expertise and a vision of a just society are the goals of the James A. Woods, S.J., College of Advancing Studies.

The Woods College of Advancing Studies offers part-time study to undergraduate and graduate students from widely differing backgrounds and preparations who wish to maximize their experiences and master the skills necessary to advance their future.

### Undergraduate Programs

The James A. Woods, S.J., College of Advancing Studies offers the atmosphere of a small college within the environment of a large university. Students receive personal attention while enjoying access to the many resources of Boston College. The inclusive admission policy of the Woods College of Advancing Studies captures and embodies the spirit, the defining character of Boston College, where institutional aspirations are never allowed to overshadow the unique individuality of the learners who make up our local educational community. This presence sparks dynamic and interactive undergraduate learning opportunities.

**Bachelor of Arts degree program** allows students to begin studying for an undergraduate degree or complete a degree initiated at other institutions.

**Professional Studies certificate programs** provide a sound understanding of an undergraduate discipline as well as current professional knowledge within that discipline.

**Special Student program** is available to undergraduates who want to take credit classes without enrolling in a degree program.

**Visiting Student program** allows registration for credit in day classes without enrolling in a degree program.

Courses are scheduled ordinarily from 6:30 to 9:00 p.m. during the fall, spring, and summer.

### Special Students

Special students are individuals interested in taking evening undergraduate courses for academic credit, but not in applying for a degree. Such students enroll at registration. No previous application is necessary.

### Visiting Students

Individuals wishing to attend during the day as special undergraduate students should apply to the Woods College of Advancing Studies for Visiting Student status. Each applicant is advised during the academic process. Qualified applicants are admitted to specific courses on an individual basis.

### Professional Studies Certificate

The Professional Studies Certificate is an end in itself for some students. For others, it may be applied toward completion of a bachelor's degree. Whatever one's ultimate goal, whether to qualify for promotion, initiate a career change, or earn an undergraduate degree, professional studies can help achieve that objective. The number of courses required to complete a Professional Studies Certificate varies with the area of study, but in every instance courses must be completed at

Boston College. Students must receive at least a grade of C for each course credited toward the certificate. Certificate requirements should be completed within two years of initial enrollment. Courses are permanently retained on the student record. A request to receive a formal certificate must be filed in the Woods College of Advancing Studies the semester the certificate requirements are completed.

A Professional Studies Certificate may be obtained in Accounting, Communications, Criminal and Social Justice, Finance, Human Resources, Information Technology, Management and Marketing.

### Bachelor of Arts Program

The Bachelor of Arts Program prepares students to address and master the challenges of a rapidly changing and increasingly complex world. A flexible, broad-based curriculum permits registrants to choose courses and tracks of study reflecting their individual interests and varied career objectives. The curriculum offers intensive work and a degree of disciplined mastery in a major area. It also provides breadth and venturesome possibilities in communications, corporate systems, criminal and social justice, information technology, the humanities, and the social sciences.

While Boston College majors may be completed through the Woods College of Advancing Studies by taking classes days, those majors available for completion by taking all evening classes are American Studies, Communications, Information Technology, Corporate Systems, Criminal and Social Justice, Economics, English, History, Political Science, Psychology, Social Science, and Sociology.

### Schedule

Degree candidates complete a minimum of thirty courses with at least a C- cumulative average.

Transfer students must complete at least half of their course work at Boston College to be eligible for a degree.

For students in the degree program, the maximum course load is three per semester. Authorization for one additional course will be given only if a student has completed these courses, each with a grade of B- or above, in the previous semester. Degree candidates may register for either day or evening classes.

The core curriculum emphasizes a distinguishing characteristic of liberal education. It is neither too narrowly focused nor too diffuse. Such diversity of subject matter and approach promotes professional success. All bachelor programs require seventeen core courses in humanities, social sciences, mathematics, and sciences.

**Humanities** develop communication strengths, explore diverse cultures, and introduce the kinds of thinking that relate learning to the moral significance and practical direction of life. The nine course requirement comprises Introductory College Writing, Literary Works, and an English elective; two foreign literature in English translation or two intermediate foreign language courses; Problems in Philosophy and a philosophy elective; and two theology electives.

**Social Sciences** provide a better understanding of how people develop, think, and interact; how they adapt and change the environment. Required are two history courses and three additional courses selected from the following areas: economics, history, political science, psychology, or sociology.

**Mathematics and Sciences** enhance content knowledge and its impact on individuals, communities, societies, and the global environment. A computer course and two courses in either mathematics or science comprise the three course requirement.

## Undergraduate Admission

The James A. Woods, S.J., College of Advancing Studies is a focal point for a dynamic and diverse community of Greater Boston undergraduate degree seekers. This college, which has inspired aspirations for seventy-seven of Boston College's one hundred and forty-two year history, resonates with the give and take of students, faculty, graduates, friends, parents, donors, and the Boston community.

The admissions process is designed to respond to the strengths and needs of talented applicants from all walks of life. All are unique, yet all share much in common, not the least of which is the desire to continue their education. Advancing Studies students are accepted, not for where they are, but where they want to go and what they might become.

The Woods College of Advancing Studies website invites interested individuals to view the catalogue and obtain an application at <http://www.bc.edu/advancingstudies/>. Degree applicants complete an application and submit an official copy of their high school record or equivalent documentation. While secondary school graduation or an equivalency certificate is required, entrance requirements are flexible. The applicant's motivation, interest, and present seriousness of purpose are criteria for admission. No entrance examinations are required. On the basis of official college transcripts submitted at the time of application, admission to advanced standing may be granted to students who have pursued studies in fully accredited liberal arts colleges. Courses equivalent in content and quality to those offered by Boston College and in which the applicant has received a grade of at least a C are considered.

Interested applicants may participate in CLEP, the College Level Examination Program, which evaluates non-traditional college learning such as self-directed study and job related experiences. On the basis of CLEP scores (500/50 or above) applicants may be awarded college credits.

When an applicant's file is complete, a personal interview is scheduled. Assistance in the selection of courses is provided and recommendations made based on the applicant's interests and career goals.

## Master of Science Program

The Master of Science program in Administrative Studies is designed for individuals seeking professional advancement, personal growth, and a competitive advantage. A comprehensive, versatile format invites talented students of varied backgrounds and ambitions to develop a deeper understanding of contemporary society, to consider social transformations and economic competitiveness, to appreciate the ethical dimension of decision making, and to explore ideas and issues from a national and global perspective.

The Administrative Studies curriculum balances theory and practice that offers an alternative to the usually specialized graduate programs and preparing individuals to meet the challenge of a competitive market place in a variety of organizational settings. An interactive climate utilizing case studies, simulations, technology, and a varied course format broadens perspectives, explores relationships among functional areas, and encourages innovative problem-solving and integrated decision making. This applied professional dimension characterizes the program design and differentiates it in goal and scope from graduate programs in the Humanities, Finance, Management, Education and Social Work. These differences in intent do not allow courses being transferred between the Administrative Studies program and other Boston College graduate programs.

Degree candidates complete with a grade of B or better a minimum of ten courses that explore fundamental issues, develop new per-

spectives, and examine emerging directions. At least eight of the courses must be taken within the Boston College Administrative Studies program. Research: Methods and Data (AD 700), Strategic Communication (AD 701), and Mobilizing Information for Change (AD 702) are the required cluster unifying all courses. Up to two courses of comparable graduate work may qualify for transfer credit.

Courses are scheduled from 6:45 to 8:30 p.m. during the fall, spring, and summer semesters.

## Graduate Admission

The Administrative Studies program is open to graduates of fully accredited liberal arts colleges regardless of undergraduate major. The program shifts attention from specialized fields of vision toward broader, more comprehensive interests. A minimum B average in an undergraduate major is ordinarily required for admission. Documentation of proficiency in two areas is also required for acceptance: (1) familiarity with computer software packages and applications including spreadsheets, word processing, data management, graphics, and Internet; and (2) knowledge in techniques of analysis and interpretation of quantitative data from a college statistics course. Favorable consideration is given to postgraduate experience such as demonstrated success in professional or community organizations. Recent accomplishments and a determination to succeed are important criteria. The Graduate Record Examination is not required.

## Course Offerings

- AD 700 Research: Methods and Data
- AD 701 Strategic Communication
- AD 702 Mobilizing Information for Change
- AD 703 New Markets: Politics of Progress
- AD 704 Accounting and Financial Analysis
- AD 705 Law and Social Responsibility
- AD 706 Communication in a Global Work Environment
- AD 707 Conflict Resolution: Negotiation Skills
- AD 708 Information for Competitive Advantage
- AD 709 Interactive Environments: Internet and Beyond
- AD 710 Solving Information Problems
- AD 711 Complexities of Ethical Action
- AD 712 Critical Analysis: Developing the Framework
- AD 713 Behavior and Organizations
- AD 714 Focusing the Message: Creative Formats
- AD 715 Professional Presentations
- AD 716 Designing Contexts for Success
- AD 717 Mastering Communication
- AD 718 Effective Listening: Techniques and Applications
- AD 719 Maximizing Intellectual Capital
- AD 720 Managing for IT-Based Business Functions
- AD 721 Forces of Influence: Brokering Partnerships
- AD 722 High Performance: New Market Leaders
- AD 723 Competitive Climates: A Leading Edge
- AD 724 Consultation
- AD 725 American Idealism in a Global Economy
- AD 726 Optimizing Decision Theory
- AD 727 Career Strategies for Success
- AD 728 Public Relations
- AD 729 Labor Relations and Human Resources
- AD 730 Team Building and Leadership
- AD 731 Overcoming Gender Barriers in the Workplace

- AD 732 Information Systems: Team-Based Computing
- AD 735 Developing Dynamic and Productive Organizations
- AD 736 Accounting Information and Statement Analysis
- AD 737 Issues in the Global Marketplace: Progress and Protection
- AD 738 Managing Data and Information in Organizations
- AD 739 Accounting: Government and Non-Profits
- AD 740 Behavioral Economics: Emerging Perspective
- AD 741 Imaging: Brands, Personality, and Persuasive Communication
- AD 742 Creating Scenarios for Success: From Corporate America to Working for Yourself
- AD 775 American Corporation and Global Business
- AD 777 Marketing Issues in the Millennium
- AD 778 Emerging Environment Issues
- AD 779 Aging Well: Nutrition and Lifestyle Connections
- AD 780 Forecasting: Predictors and Influences

### **Information and Office Location**

The James A. Woods, S.J., College of Advancing Studies has willing and experienced individuals eager to help students arrange a realistic schedule, one that combines full-time work responsibilities with educational goals. For a catalog, contact the James A. Woods, S.J., College of Advancing Studies Office, McGuinn 100, Boston College, Chestnut Hill, MA 02467. Visit our website at <http://www.bc.edu/advancingstudies/>.

### ***Summer Session***

Boston College Summer Session offers undergraduate and graduate students the opportunity to enroll in Core and elective courses or in special programs of current value and relevance not offered by Boston College at any other time of the year.

Summer Session does not grant degrees. Students who desire credit transferred to their degree programs should obtain permission from their own dean. The Summer Session runs from early May through the first week in August. Most courses grant three credits and are the equivalent of one semester of the regular academic year. Within the same period some intensive three-week courses enable students to take two sequential semesters of a subject. Students may register for either session or both according to individual need.

Boston College undergraduates who, because of withdrawal, failure, or underload, lack the number of courses required for their status may make up these deficiencies by passing a course in the Summer Session. Every course must be approved by their dean prior to registration. Individuals may register in advance by mail or in person at the Summer Session Office.

Students frequently elect to live in the dormitories or apartments, making their arrangements directly with the Summer Housing Office. Others find it more convenient to commute. Cafeteria service is available. In addition, a three-month membership to the William J. Flynn Recreation Complex may be purchased.

For information about courses and special programs request a Summer Session catalog published in March, or visit our website at <http://www.bc.edu/summer/>.

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*Director of AHANA Student Programs*

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*Director of Learning to Learn*

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*Director of Benefits*

**Michael T. Callnan**, Ph.D.  
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*Executive Director of Applications and Systems, Information Technology*

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*Controller*

**John B. Dunn**, B.A.  
*Director of Public Affairs*

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*Director of Robsham Theater Arts Center*

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*University General Counsel*

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*Associate Vice President for Annual Giving*

**Marianne E. Lord**, M.A.  
*Associate Vice President for Leadership Gifts and School Liaison*

## ADMINISTRATION AND FACULTY

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**Thomas P. McGuinness**, Ph.D.

*Director of University Counseling Services*

**Thomas McKenna**, B.A.

*Director of Bookstore*

**Halley McLain**, B.A.

*Director of Compensation*

**Robert G. Millar**, B.A.

*Associate Vice President for Advancement Services*

**William R. Mills, Jr.**, B.S.

*Director of Community Affairs*

**Robert A. Morse**

*Chief of Boston College Police*

**Mary S. Nardone**

*Director of Capital Planning and Engineering*

**Thomas I. Nary**, M.D.

*Director of Health Services*

**Thomas H. O'Connor**, B.A.

*University Historian*

**Bernard R. O'Kane**, M.Ed.

*Director of Employee Development*

**Henry Perry**, B.S.

*Director of Project Management*

**Ferna Phillips**, Ph.D.

*Director of Learning Resources for Student Athletes*

**Daniel Ponsetto**, M.Div.

*Director of Volunteer and Services Learning Center*

**Grace Cotter Regan**, M.Ed.

*Executive Director of Alumni Association*

**John S. Romeo**

*Director of Capital Construction*

**Katherine Smith**, M.F.A.

*Associate Vice President of School Relations/Corporation and*

*Foundation Fundraising*

**Joyce C. Saunders**, B.S.

*Director of Space Management*

**Robert A. Sherwood**, M.S.

*Dean for Student Development*

**Patricia A. Touzin**, M.S.W.

*Director of Faculty/Staff Assistance Program*

**Anita E. Ulloa**, B.S.

*Director of Employment*

**Richard M. Young**, B.S.

*Director of Human Resources Service Center*

**FALL SEMESTER 2005**

August 12	Friday	Last date for all students who plan to graduate in August 2005 to confirm on-line
August 29	Monday	Classes begin for second and third year law students
August 30	Tuesday	Classes begin for first year law students
September 5	Monday	Labor Day—No classes
September 6	Tuesday	Classes begin
September 14	Wednesday	Drop/add period ends
September 30 to October 2	Friday to Sunday	Parents' Weekend
October 10	Monday	Columbus Day—No classes
October 31	Monday	Academic Advising period begins
November 10	Thursday	Graduate registration period for Spring 2006 begins
November 11	Friday	Undergraduate registration period for Spring 2006 begins
November 23 to November 25	Wednesday to Friday	Thanksgiving Holidays
November 28	Monday	Last date for official withdrawal from a course or from the University
December 2	Thursday	Last date for all students who plan to graduate in December to confirm on-line
December 10 to December 12	Saturday to Monday	Study days—No classes for undergraduate day students only
December 13 to December 20	Tuesday to Tuesday	Term examinations

**SPRING SEMESTER 2006**

January 9	Monday	Classes begin for law students
January 16	Monday	Martin Luther King, Jr. Day—No classes
January 17	Tuesday	Classes begin
January 25	Wednesday	Drop/add period ends
January 25	Wednesday	Last date for all students who plan to graduate in May 2006 to confirm on-line
March 6 to March 10	Monday to Friday	Spring Vacation
March 24	Friday	Academic Advising period begins
April 3	Monday	Last date for master's and doctoral candidates to turn in signed and approved copies of theses and dissertations for May 2006 graduation
April 6	Thursday	Undergraduate registration for Fall 2006 begins
April 13 to April 17	Thursday to Monday	Easter Weekend—No classes Holy Thursday, Good Friday, Easter Monday/Patriots Day
April 25	Tuesday	Last date for official withdrawal from a course or from the University
May 5 to May 8	Friday to Monday	Study Days—No classes for undergraduate day students only
May 9 to May 16	Tuesday to Tuesday	Term Examinations
May 19	Friday	Law Reviews/UCC Writing Competition (Pick-up*)
*Participation is optional.		
May 22	Monday	Commencement
May 26	Friday	Law School Commencement
May 30	Tuesday	Law Reviews/UCC Writing Competition (Return)

## DIRECTORY AND OFFICE LOCATIONS

### Accounting

Theresa Hammond, Chairperson.....Fulton 552A

### Admission

Undergraduate: John L. Mahoney, Jr., Director.....Devlin 208

Graduate: Department Chairpersons.....McGuinn 221

### Advancing Studies

James Woods, S.J., Dean .....McGuinn 100

### AHANA

Donald Brown, Director.....72 College Road

### American Studies

Carlo Rotella .....Carney 451

### Arts and Sciences

Joseph F. Quinn, Dean .....Gasson 103

William Petri, Assoc. Dean—Seniors .....Gasson 106

Clare Dunsford, Acting Assoc. Dean—

Sophomores.....Gasson 109

Robert Scott, Assoc. Dean—Juniors.....Gasson 109

Sr. Mary Daniel O'Keefe, Assoc. Dean—

Freshmen .....Gasson 109

### Biology

Marc A.T. Muskavitch, Chairperson.....Higgins 321

### Black Studies

Director .....Lyons 301

### Business Law

Christine O'Brien, Chairperson.....Fulton 420C

### Campus Ministry

James D. Erps, S.J., Director .....McElroy 233

### Career Center

Theresa Harrigan, Director.....Southwell Hall 201

### Chemistry

David McFadden, Chairperson .....Merkert 222

### Classical Studies

Charles Ahern, Chairperson .....Carney 123

### Communication

Dale Herbeck, Chairperson.....21 Campanella Way 521

### Computer Science

Robert Muller, Chairperson.....Fulton 410C

### Connors Family Learning Center

Suzanne Barrett, Director .....O'Neill 200

### Counseling Services

Campion Hall Unit .....Campion 301

Fulton Hall Unit .....Fulton 254

Gasson Hall Unit .....Gasson 108

### Economics

Marvin Kraus, Chairperson .....21 Campanella Way 487

### Education

Joseph O'Keefe, S.J., Interim Dean .....Campion 101E

John Cawthorne, Associate Dean .....Campion 104

Mary Ellen Fulton, Associate Dean .....Campion 101C

M. Brinton Lykes, Interim Associate Dean.....Campion 101

Arline Riordan, Assistant Dean of Admission .....Campion 103

Irwin Blumer, Chairperson, Educational Administration and

Higher Education.....Campion 229

Elizabeth Sparks, Chairperson, Counseling, Developmental, and

Educational Psychology.....Campion 308

Larry Ludlow, Chairperson, Educational Research,

Measurement, and Evaluation.....Campion 336C

Audrey Friedman, Chairperson, Teacher Education, Special

Education, and Curriculum and Instruction.....Campion 210

### English

Mary T. Crane, Chairperson .....Carney 345

### Finance

Hassan Tehranian, Chairperson.....Fulton 324C

### Fine Arts

John Michalczyk, Chairperson .....Devlin 420

### First Year Experience Programs

Rev. Joseph P. Marchese, Director.....O'Connell House 107

### Geology and Geophysics

Alan Kafka, Chairperson .....Devlin 312

### German Studies

Michael Resler, Chairperson.....Lyons 201

### Graduate Arts and Sciences

Michael Smyer, Dean and Assoc. Vice President

for Research.....McGuinn 221A

Candace Hetzner, Associate Dean.....McGuinn 221

Robert Howe, Assistant Dean.....McGuinn 221

### History Department

Alan Rogers, Chairperson.....21 Campanella Way 424

### Honors Program

#### Arts and Sciences

Mark O'Connor .....Gasson 102

#### Education

John Cawthorne, Interim Director.....Campion 104

#### Management

David McKenna.....Fulton 226A

### Law School

John H. Garvey, Dean .....Stuart M305

### Learning Resources for Student Athletes

Ferna Phillips, Director .....Alumni Stadium 326

### Management

Andrew Boynton, Dean.....Fulton 510

Richard Keeley, Undergraduate Associate Dean.....Fulton 360

Robert A. Taggart, Graduate Associate Dean .....Fulton 320B

### Marketing Department

Gerald E. Smith, Chairperson .....Fulton 450A

### Mathematics Department

Gerard E. Keough, Chairperson.....Carney 375

### Music Department

Thomas Oboe Lee, Chairperson.....Lyons 427

Jeremiah McGrann, Assistant Chairperson.....Lyons 407

### Nursing

Barbara Hazard, Dean.....Cushing 203

Lois Haggerty, Interim Associate Dean,

Graduate Programs.....Cushing 202J

Loretta Higgins, Associate Dean,

Undergraduate Programs.....Cushing 202G

### Operations, Information, and Strategic Management

David C. Murphy, Chairperson .....Fulton 350C

### Organization Studies

Judith Clair, Chairperson .....Fulton 433

### Philosophy

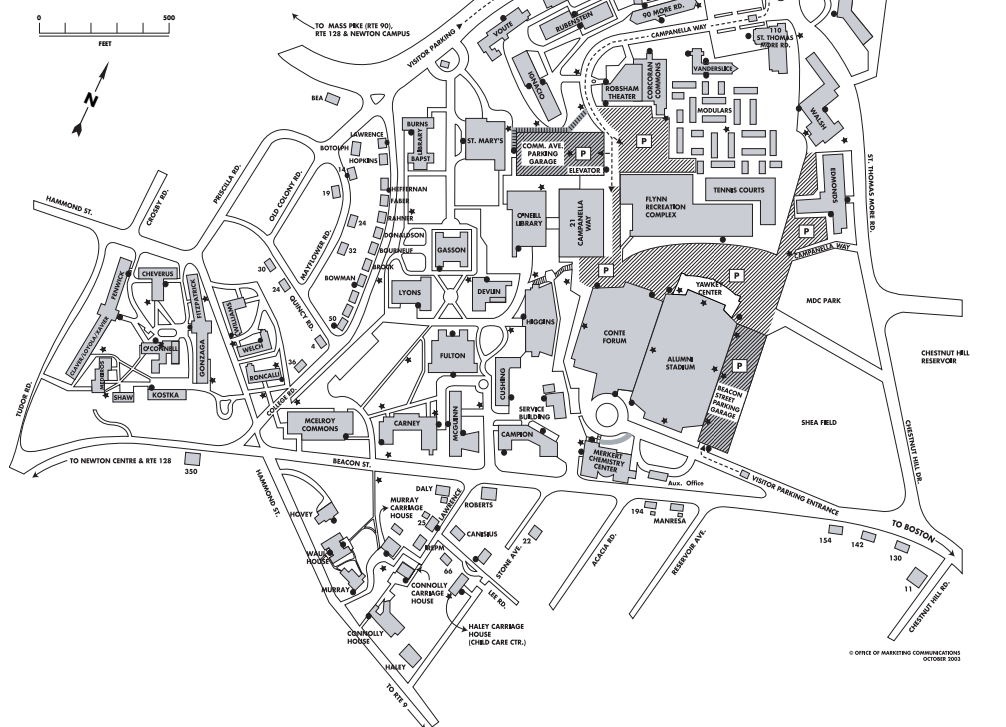
Patrick H. Byrne, Chairperson .....21 Campanella Way 393

<b>Physics</b>	
Kevin Bedell, Chairperson .....	Higgins 335
<b>Political Science</b>	
Susan Shell, Chairperson.....	McGuinn 231
<b>Psychology</b>	
James Russell, Chairperson .....	McGuinn 349
<b>Religious Education Program (IREPM)</b>	
Thomas Groome, Director .....	31 Lawrence Ave.
<b>Residential Life</b>	
Henry J. Humphreys, Director .....	21 Campanella Way 220
<b>Romance Languages and Literatures</b>	
Franco Mormando, Chairperson .....	Lyons 304C
<b>Slavic and Eastern Languages</b>	
Cynthia Simmons, Chairperson .....	Lyons 210
<b>Social Work, Graduate School</b>	
Alberto Godenzi, Dean.....	McGuinn 132
<b>Sociology Department</b>	
Juliet Schor, Chairperson.....	McGuinn 519
<b>Student Development</b>	
Robert Sherwood, Dean .....	21 Campanella Way 216
<b>Student Services</b>	
Louise Lonabocker, Director .....	Lyons 101
<b>Summer Session</b>	
James Woods, S.J., Dean .....	McGuinn 100
<b>Theater</b>	
Stuart J. Hecht, Chairperson .....	Robsham Theater
<b>Theology</b>	
Kenneth Himes, Chairperson.....	21 Campanella Way 313
<b>University Librarian</b>	
Jerome Yavarkovsky .....	O'Neill Library 414

## BOSTON COLLEGE

Chestnut Hill Campus

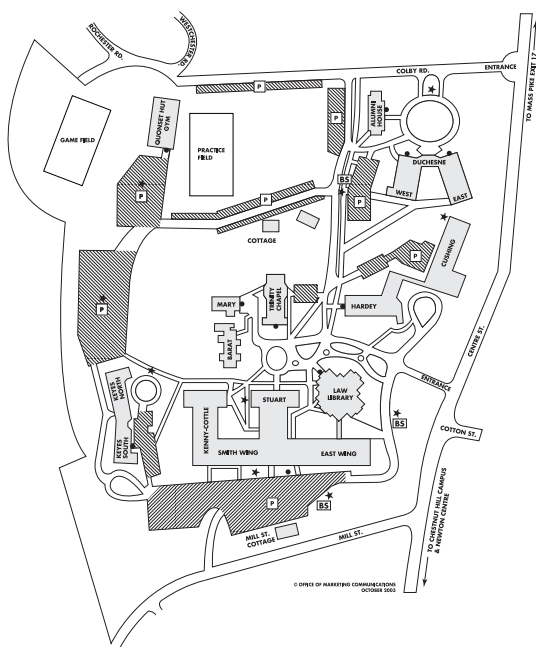
- ★ Blue Light Emergency Phone
- Handicap Entrance
- P Parking
- BS Bus Station



## BOSTON COLLEGE

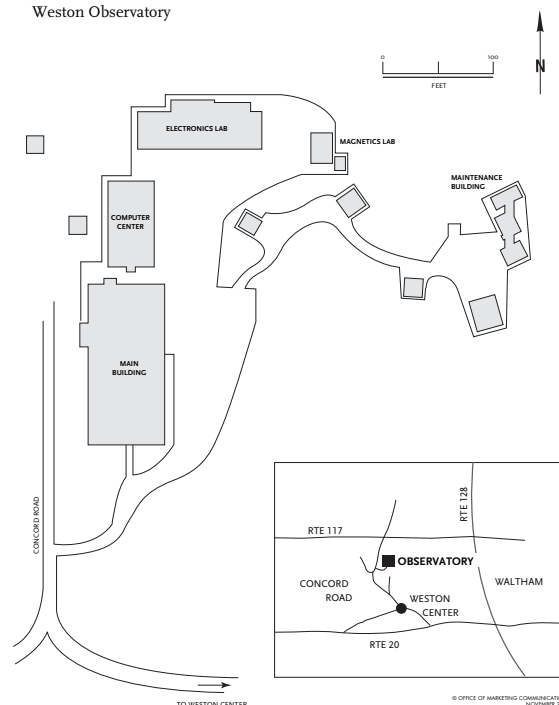
Newton Campus

- ★ Blue Light Emergency Phone
- Handicap Entrance
- P Parking
- BS Bus Station



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Weston Observatory



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